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Organizational Diagnosis and Employee Commitment in a Philippine Maritime College

ABSTRACT

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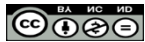
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Organizational diagnosis is an in-depth method for understanding an organization's various levels, revealing both visible and hidden aspects to identify its foundation, functionality, strengths, weaknesses, opportunities, and threats for positive change and improved performance. Similarly, organizational commitment reflects employees' dedication to achieving organizational goals, leading to increased productivity, morale, and the capacity to attain objectives. High employee commitment is also crucial for the sustainability and competitive advantage of educational institutions. This study assessed the perceived levels of organizational diagnosis and organizational commitment of employees at a Maritime College and Training Center in Western Visayas, Philippines, during the 2023-2024 academic year. The participants included 109 internal stakeholders, comprising both teaching and non-teaching personnel. Organizational diagnosis was measured using Preziosi's (1982) Organizational Diagnosis Questionnaire, which assessed purpose, structure, leadership, relationship, reward systems, helpful mechanisms, and attitude to change. Employee organizational commitment was measured using Meyer and Allen's (2004) Organizational Commitment Questionnaire, focusing on affective, continuance, and normative domains. The findings revealed 'Optimum Organizational Functioning' across all organizational diagnosis variables and 'Very High Organizational Commitment' across all commitment domains within the institution. While a significant negative correlation was found between perceived organizational diagnosis and employee commitment, the study concluded that the college's optimal functioning significantly contributed to higher employee commitment.

Keywords: Organizational diagnosis, employee commitment, Maritime college, descriptive-correlational, Philippines

1. Introduction

Organizational diagnosis is an insightful method for comprehensively understanding an organization at all levels, from its readily apparent aspects to its less visible, underlying elements (Furgoch, 2016). For a Maritime School, this diagnosis serves to evaluate its fundamental structure and operational effectiveness, providing a sound rationale for this evaluative process. It enables the identification of an organization's strengths, weaknesses, opportunities, and threats (SWOT), thereby facilitating the development of well-informed solutions and the implementation of positive change (Muriithi, 2020). Ultimately, this leads to improvements in organizational performance, productivity, and overall effectiveness. Govender and Parumasor (2016) affirm that organizational diagnosis is a crucial first step towards achieving organizational effectiveness. Izzati and Mulyana (2023) further emphasize its significant role in enhancing school management and enabling institutions to compete effectively with other educational providers.

In considering employee organizational commitment, it is equally important to determine the extent to which people are dedicated to achieving organizational goals and objectives. Van der Werf (2023) states that highly committed employees are determined, productive, and proactive in their support, which can boost workplace productivity, morale, and an organization's capacity to achieve its goals. Malagsic et al. (2021) also confirmed that employees with high levels of commitment demonstrate high levels of work performance. Furthermore, Knott (2018) found a positive link between employee organizational commitment and the sustainability of higher education, while Demirtas (2018) affirmed that employee commitment is a major factor in ensuring organizational continuity. Bashir and Gani (2020) reported that universities depend on committed teachers to create and sustain competitive advantage and achieve superior performance.

In the Philippines, organizational diagnosis is crucial for identifying weaknesses in educational institutions (Lugones, 2020; Amarin, 2024), particularly in maritime education. The CHED-MARINA Memorandum Circular No. 03 Series of 2022 mandates that maritime schools assess their organizational capabilities and employee commitment. This emphasis on diagnosis addresses governance issues, including low cadet success rates and policy-performance mismatches (Rosario et al., 2020), and supports the need for curriculum modernization, enhanced training, and industry partnerships (Suparman et al., 2024). Organizational diagnosis can also improve sustainability and competitiveness (Simarmata & Almaududi, 2019), while regulatory bodies like CHED are key to quality improvement (Adeyemo, 2019), highlighting the importance of effective management in the Philippine maritime sector.

In the local context, the Maritime Education and Training School provides education for maritime careers under the governance of agencies like MARINA, CHED, and TESDA. Current emphasis on STCW compliance makes organizational diagnosis crucial for the Maritime College and Training Center to evaluate its capabilities in providing necessary student education and training. Moreover, this compliance compels the college to update its resources to meet the requirements set by the Philippine Maritime Education and Training and Certification Systems (Garcia, 2022), along with those of MARINA, CHED, the European Maritime Safety Agency (EMSA), and the International Organization for Standardization (ISO). In this context, organizational diagnosis is essential for the Maritime College and Training Center to meet these legal and statutory requirements by systematically evaluating its strengths and weaknesses, ensuring alignment with regulatory standards. Simultaneously, employee commitment is equally vital, as committed employees are more likely to support and

engage in the changes and initiatives necessary for compliance, driving the institution towards meeting its obligations and fostering a culture of accountability.

While both organizational diagnosis is acknowledged as pivotal for enhancing organizational effectiveness (Furgoch, 2016; Govender & Parumasor, 2016; Izzati & Mulyana, 2023) and employee commitment is robustly linked to positive organizational outcomes (Van der Werf, 2023; Malagsic et al., 2021; Knott, 2018; Demirtas, 2018; Bashir & Gani, 2020), a significant theoretical and empirical gap persists in connecting these two critical variables. Specifically, prior literature focuses broadly on the use of diagnosis for improvement (Adebayo et al., 2021; Khan et al., 2023; Rajak, 2023) but fails to rigorously investigate the causal pathway—the process by which organizational diagnosis might either proactively foster or, conversely, negatively impact employee commitment, thereby failing to provide a theoretical basis for using diagnosis to craft preventive measures. This deficit is acutely pronounced in the Philippine maritime sector, where the regulatory requirement for diagnosis is established (Lugones, 2020; Amorin, 2024; CHED-MARINA Memorandum Circular No. 03 Series of 2022) and training challenges are known (Paraggua et al., 2022), yet there remains an empirical void concerning the direct correlation between organizational diagnosis and employee commitment within a specific maritime college and training center.

Thus, this study assessed the perceived level of organizational diagnosis—encompassing its purpose, structure, leadership, relationships, reward systems, helpful mechanisms, and stakeholders' attitudes to change—and the degree of organizational commitment (affective, normative, and continuance) among employees of a Maritime College and Training Center in Western Visayas during the Academic Year 2023-2024. The primary objective was to determine if a significant relationship exists between perceived organizational diagnosis and the organizational commitment of employees, with the findings intended to serve as baseline data for a proposed strategic plan aimed at the college's continuous improvement.

2. Literature Review

The foundational role of organizational diagnosis.

Organizational diagnosis is the bedrock of effective organizational management, providing a systematic method for analyzing the intricate patterns of thoughts, emotions, and behaviors within a workforce (Catalan, 2021; Rajak, 2023). This diagnostic process, often rooted in Weisbord's Six-Box Model (1976), meticulously assesses key areas such as structural characteristics, relationships, attitudes toward change, and the crucial element of leadership (Adebayo et al., 2021; Catalan, 2021; Preziosi). By applying this structured analysis, organizations can pinpoint discrepancies between current and desired performance, gain insight into individual employee experiences, and address the underutilization of human resources (Catalan, 2021). This systematic scrutiny is indispensable for developing targeted interventions that maximize overall performance and ensure the effectiveness of organizational systems (Catalan, 2021).

Leadership's indispensable link to diagnosis and trust.

The successful execution of an organizational diagnosis is fundamentally intertwined with effective leadership styles. The diagnostic process is inherently an act of leadership, requiring styles that are inclusive, communicative, and developmental to successfully conduct a thorough

analysis and leverage its sensitive findings to positively influence human capital and organizational adaptability (Govender & Parumasur, 2016; Khan et al., 2023). When leaders champion this analytical tool, they signal a profound investment in understanding their workforce, particularly by focusing on the "leadership" and "relationship" components of the Weisbord model (1976). This focus on relational well-being and clear guidance fosters an environment where employees feel both valued and heard, a necessary precursor for building a robust culture of trust and emotional attachment.

Organizational diagnosis as a precursor to affective commitment.

The resulting culture of trust serves as a direct pathway to the core outcome variable: affective commitment. Affective commitment is defined as an employee's emotional desire to remain with an organization because they genuinely believe in its goals and values (Meyer & Allen, 2004). This form of commitment, characterized as being based on "love" or trust (Meyer & Allen, 2004; Pathan, 2016), is superior to commitment based on mere obligation or cost and is strongly associated with a broad spectrum of positive organizational outcomes, including greater productivity, morale, job satisfaction, and longer employee tenures (Buil et al., 2019; Eliyana et al., 2019; Malagsic et al., 2021; Pramesti et al., 2020; van der Werf, 2023; Knott, 2018; Phuong et al., 2023; Sriphong et al., 2022; Nahak & Ellitan, 2022). The conceptual framework thus posits a direct empirical relationship: effective leadership styles positively influence affective commitment, with this relationship being contextualized by the leader's consistent and purposeful utilization of organizational diagnosis. The model's viability can be empirically tested using established instruments like the Organizational Commitment Questionnaire (OCQ) for affective commitment (Meyer & Allen, 1991; Azinga et al., 2023; Malagsic et al., 2021; Stepanek & Paul, 2023) and the Weisbord's Six-Box Model for the diagnostic framework (Olufunke et al., 2021).

Application in maritime school environments.

This proposed framework holds particular relevance in high-stakes operational settings, exemplified by Philippine maritime schools. These institutions currently face critical human resource issues, including policy misalignments, low educational standards, and high turnover of qualified personnel (Maritime Industry Authority, 2021; Maru, 2023). Given the strict government monitoring necessary to meet demanding national and international standards (Presidential Communications Office, Office of the President of the Philippines, 2023), a leadership's capacity to conduct a reliable organizational diagnosis is vital for achieving compliance and stability. Local studies have already confirmed the applicability of commitment constructs among Filipino employees (Tugade & Arcina, 2023; Importante & Roberto, 2020; Menes & Haguisan, 2020), establishing a clear path for empirical research to test how effective leadership styles, when informed by the organizational diagnosis framework, can directly enhance affective commitment and improve organizational stability and performance in this critical sector.

Overall, the literature acknowledges the vital role of organizational diagnosis in improving effectiveness (Furgoch, 2016; Govender & Parumasur, 2016; Izzati & Mulyana, 2023) and links employee commitment to positive outcomes (Van der Werf, 2023; Malagsic et al., 2021; Knott, 2018; Bashir & Gani, 2020), yet a significant theoretical gap exists in connecting these two variables: there is insufficient data and little conceptual work detailing the specific causal pathway by which diagnosis proactively fosters, or negatively impacts, employee commitment, hindering the ability to use diagnosis to craft effective preventive measures (Adebayo et al.,

2021; Khan et al., 2023; Rajak, 2023). This omission is particularly problematic given the conceptual framework that links effective, diagnosis-informed leadership to affective commitment via the mechanism of trust (Meyer & Allen, 2004). Compounding this theoretical gap is an empirical and contextual gap within the Philippine maritime sector, where, despite the regulatory mandate for diagnosis (Lugones, 2020; Amorin, 2024; CHED-MARINA Memorandum Circular No. 03 Series of 2022) and known challenges (Paraggua et al., 2022), no localized studies have specifically correlated organizational diagnosis with employee commitment in a maritime college setting.

3. Theoretical Framework

Organizational diagnosis (OD) is hypothesized to have a significant, direct relationship with employee organizational commitment. Within specialized settings like a maritime college, OD functions as a systematic mechanism to gauge the depth of employee investment by assessing their prevailing thoughts, emotions, and behaviors. This understanding provides leaders with actionable data regarding employee morale, motivation, and role attachment within the institution. The central argument is that effective organizational diagnosis, by yielding deep insights into these commitment levels, directly informs the targeted interventions necessary to cultivate a high-commitment culture, thereby improving both individual performance and overall institutional outcomes, such as enhanced productivity and goal attainment.

The theoretical foundation for this relationship is rooted in Katz & Kahn's (1978) Open System Theory (OST), which views the college as a dynamic, goal-oriented entity that continuously processes inputs from and interacts with its external environment. Within this perspective, organizational diagnosis is redefined as the **vital internal feedback mechanism**—the self-monitoring loop essential for system self-correction and survival. OD allows leaders to monitor the internal "throughput" processes, specifically focusing on the socio-psychological state of the employee subsystem. It moves beyond simple performance metrics to understand the motivational mechanisms that govern role performance, thereby providing the crucial context needed to successfully manage and sustain the system's human energy and structural integrity.

This study hypothesizes that organizational diagnosis maps its findings directly to the three critical mechanisms that bind employees to their roles within the open system. First, OD assesses Compliance (Instrumental Attachment) by examining the clarity of roles, the adequacy of supervision, and the reward systems associated with required tasks, ensuring the necessity of role performance is understood. Second, it assesses Identification (System Belonging) by diagnosing the psychological health and culture of the organization—gauging employees' emotional connection, sense of belonging, and willingness to exert effort beyond minimum role requirements for the sake of the collective. Finally, OD reveals the degree of Internalization (Value Alignment), confirming whether employees have genuinely adopted the organization's overarching goals and values as their own. By providing differentiated feedback



across these three facets of commitment, organizational diagnosis enables leaders to implement precise changes—addressing structural issues for Compliance, cultural issues for Identification, and leadership communication for Internalization—which collectively enhance overall organizational commitment and system effectiveness.

4. Methodology

This study employed a quantitative research design, specifically a descriptive-correlational approach. The descriptive component was used to ascertain the levels of organizational diagnosis and employee commitment within the study population. Subsequently, the correlational aspect investigated the relationship between these two variables using statistical measures.

The research utilized stratified random sampling to select 109 internal stakeholders—specifically the permanent teaching and non-teaching personnel of a Maritime College and Training Center in Western Visayas, Philippines, during the 2023-2024 academic year. The sampling procedure involved stratification based on personnel type (teaching vs. non-teaching) to ensure proportional representation of these distinct groups, followed by a simple random selection within each stratum to pick the required number of individuals. The sample size of 109 was robustly determined using the Raosoft online calculator, which required input parameters including a population size of 146, a confidence level of 95%, and a margin of error of 5%, ensuring the results are statistically representative of the entire permanent staff population.

Table 1: Distribution of Respondents

Department	N	n	%
College	125	93	85.62
Training Centers	21	16	14.38
Total	146	109	100.00

This study utilized two primary instruments to collect data. Perceived organizational diagnosis was measured using Preziosi's (1982) 35-item questionnaire, which assesses seven key variables: purpose, structure, leadership, relationships, reward systems, helpful mechanisms, and attitude toward change. Each variable was evaluated by five specific items. Respondents rated their organization on a 7-point scale (1-7), with 4 as a neutral midpoint. Data was self-scored by summing responses per variable and dividing by five, as prescribed by Preziosi (1982). Scores above 4 indicated organizational functioning issues (with 7 being most severe), while scores below 4 suggested no significant problems (with 1 being optimal).

Organizational commitment was measured using Allen and Meyer's (2004) questionnaire, based on the three-component model (TCM): affective, continuance, and normative commitment. This instrument included statements where employees indicated their agreement on a 7-point scale (1=strongly disagree to 7=strongly agree). Reverse-keyed items were included to ensure careful responses and were recoded for scoring. Averages were calculated separately for each of the three commitment scales, yielding scores from 1 to 7, where higher scores indicated stronger commitment (Meyer & Allen, 2004). Total organizational commitment scores were categorized as low (below 3), moderate (between 3 and below 4), or

high (4 or greater), based on classifications by Cheng (2002) and Gaban (1982), as cited by Muda & Fook (2020).

The reliability of the data collected from the main sample was confirmed using measures of internal consistency. Specifically, a pilot test conducted with 30 preliminary respondents indicated strong reliability for both the organizational diagnosis and organizational commitment scales, yielding an overall Cronbach's alpha (α) of 0.824. Since this value exceeds the generally accepted threshold of 0.70 for social science research, the study concludes that the items within both instruments measure their respective constructs consistently and reliably when administered to the main sample.

The data collection procedure commenced after obtaining written permission from the College President's Office. The researcher then coordinated with unit heads and their subordinates for an orientation. A group of enumerators from the research office, briefed on survey procedures, assisted in administering the questionnaires. During administration, the purpose and intent of the study were explained to respondents. All generated data was immediately recorded for computation, tabulation, and analysis. For data analysis, both descriptive and correlational methods were employed. Mean, standard deviation, frequency count, and percentage distribution were used to analyze the levels of organizational diagnosis and commitment among the maritime college's internal stakeholders. After a normality test, Spearman's rho was determined as the appropriate statistical tool for correlational analysis. Throughout the study, the researcher adhered to the Philippine Health Research Ethics Board (PHREB) ethical guidelines, ensuring principles of respect for persons, beneficence, and justice were upheld to maintain the ethical soundness of the research.

5. Results and Discussion

Perceived Degree of Organizational Diagnosis of a Maritime College and Training Center

The overall finding of 'optimal organizational functioning' ($M=2.04$, $SD=0.64$) for the Maritime College and Training Center, while superficially positive, warrants a more critical interpretation, especially considering the constraints of the study's generalizability. The consistently low mean scores across all dimensions (ranging from 1.88 to 2.26) may simply reflect a satisfaction bias common in self-report organizational surveys, rather than an objective measure of excellence. The relatively high standard deviation ($SD=0.64$) overall, with some sub-dimensions as high as ($SD=0.90$) for reward systems and ($SD=0.80$) for leadership) indicates significant variability in perception among employees. This variation suggests that a substantial minority of the workforce likely perceives the organization as merely adequate or even sub-optimal, directly contradicting the aggregated 'optimal' conclusion. A critical analysis demands the institution focus not just on reinforcing existing strengths—like the highly-rated reward systems ($M=2.26$)—but aggressively addressing the lack of perceptual consensus in crucial areas like leadership and the foundational organizational purpose ($M=1.88$, the lowest score). Ignoring this variability risks overlooking pockets of systemic weakness, employee disengagement, or leadership inconsistencies that could ultimately threaten overall performance, aligning with Catalan's (2021) concern about resistance to change despite diagnostic attempts. (Izzati & Mulyana, 2023; Khan et al., 2023; Rajak, 2023).

On the other hand, the primary finding of 'optimal functioning' is severely limited in its generalizability, as the data only reflects a single Maritime College and Training Center. In the

Philippine maritime education sector, which faces intense regulatory scrutiny from international bodies like the European Maritime Safety Agency (EMSA), such an isolated positive diagnosis must be viewed with caution. Regulatory pressures demand systemic, verifiable compliance across the entire sector, not just one successful outlier. The diagnosis, therefore, cannot serve as an endorsement of the quality of Philippine maritime education as a whole. Instead, it places pressure on the sector's regulatory bodies, such as the Commission on Higher Education (CHED) and the Maritime Industry Authority (MARINA), to mandate sector-wide diagnostic assessments and establish uniform benchmarks that address the identified variability (e.g., in leadership and purpose) to ensure all institutions meet international standards. Furthermore, the lowest-rated dimension, purpose ($M=1.88$), takes on a heightened significance in the context of seafaring, where the institution's mission—producing competent, safety-conscious mariners—must be unequivocally clear to all stakeholders to ensure cohesion and collective performance (de Oliveira, 2023; India, 2020).

In addition, the practical implications for the individual college involve data-driven strategic resource allocation to move from 'optimal' perception to verifiable excellence. The highest mean for reward systems should be leveraged as a motivational benchmark (Mohsin et al., 2022) while dedicating immediate, focused effort to clarifying and embedding the organizational purpose. This means integrating the college's mission into all policies, curricula, and communications to foster a deeper sense of meaning and alignment among faculty and staff (Ganesh, 2023). On a policy level, the findings underscore the need for CHED and MARINA to standardize organizational diagnostic tools and mandate their periodic use across all maritime training institutions. This policy intervention would address the limitation of generalizability by generating sector-wide data, enabling regulators to pinpoint and intervene in institutions demonstrating significant sub-optimal functioning or high perceptual variability. Ultimately, a successful and compliant maritime education sector requires a regulatory environment that not only ensures technical compliance but also enforces high, consistent standards for leadership effectiveness (Hale, 2023; Ibrahim & Daniel, 2019) and organizational cohesion as revealed by these diagnostic dimensions.

Table 2: Perceived Degree of Organizational Diagnosis of a Maritime College and Training Center

Variable	M	SD	Interpretation
Purpose	1.88	0.65	Optimum Organizational Functioning
Structure	2.04	0.71	Optimum Organizational Functioning
Leadership	1.94	0.80	Optimum Organizational Functioning
Relationship	1.95	0.75	Optimum Organizational Functioning
Reward System	2.26	0.90	Optimum Organizational Functioning
Helpful Mechanism	2.03	0.74	Optimum Organizational Functioning
Attitude to Change	2.16	0.64	Optimum Organizational Functioning
Organizational Diagnosis	2.04	0.64	Optimum Organizational Functioning

Note: M=mean, SD=Standard Deviation

Organizational Commitment at the Maritime College

The finding that employees at the Maritime College and Training Center exhibit a very high level of overall organizational commitment (Overall Mean: 4.57, SD=0.84) is initially compelling, suggesting a highly stable and motivated workforce. This strong aggregate bond promises significant benefits, including enhanced job satisfaction, increased productivity, and strong goal alignment, which are vital for the institution's effectiveness and its capacity to

achieve strategic objectives (Van der Werf, 2023; Buil et al., 2019; Eliyana et al., 2019; Malagsic et al., 2021). The literature consistently supports this positive interpretation, linking high commitment to institutional sustainability, performance, and employee well-being (Knott, 2018; Phuong et al., 2023; Sriphong et al., 2022). However, a critical analysis necessitates moving beyond the high overall mean to examine the underlying composition of this commitment, as its different dimensions—*affective*, *continuance*, and *normative*—carry distinct behavioral implications that challenge this purely optimistic view.

Moreover, a deeper analysis of the commitment profiles reveals a potentially critical dynamic: *Normative Commitment* ($M=4.75$, $SD=0.84$), reflecting a sense of obligation or moral duty to stay, scored the highest among the three dimensions (Firdias, 2020; Khalimah, 2021; Aryani & Sugiyanto, 2020). While high commitment is generally desirable, the dominance of normative commitment over *affective* commitment ($M=4.38$, $SD=1.07$)—the desirable bond based on emotional attachment and desire to stay—is a cause for critical concern. *Normative* commitment, characterized by a feeling of "should stay" (Meyer & Allen, 2004), can stem from factors less aligned with internal motivation, such as cultural values emphasizing loyalty, guilt over potential departure, or external pressures (van der Werf, 2023; Stepanek & Paul, 2023). Unlike *affective* commitment, which fosters true organizational ambassadorship, proactivity, and organizational citizenship behavior (Kampkötter et al., 2021; Azinga et al., 2023), a reliance on obligation may secure attendance but potentially masks underlying job dissatisfaction, reduce spontaneous initiative, and constrain critical thinking. This profile suggests that employees are staying because they feel they have to, rather than because they want to, presenting a latent risk to long-term innovation and organizational health.

Furthermore, the high prevalence of normative commitment must be interpreted specifically within the demanding Philippine maritime education sector. This sector is intensely regulated by both domestic agencies and international conventions (e.g., STCW), requiring constant compliance, stringent quality assurance, and often heavy workloads for faculty and staff. The strong sense of moral obligation (*normative* commitment) may be amplified by the scarcity of comparable employment alternatives in this highly specialized niche, particularly in provinces, blurring the line with *Continuance Commitment* ($M=4.59$, $SD=0.95$), which is based on cost-benefit analysis and perceived lack of options (Mulianti, 2019). Crucially, the pressure to conform and comply with rigorous regulatory standards, which is central to the sector's operational mandate, may be inadvertently fostering commitment based on duty rather than desire. Employees may feel obligated to endure high-stress environments and demanding regulatory requirements for the perceived good of the institution or the industry, or out of fear of professional repercussions, rather than being motivated by true passion and alignment. This reliance on obligation poses a risk of burnout and could lead to surface-level compliance instead of genuine, proactive engagement necessary for continuous quality improvement and innovation.

To make the observed high organizational commitment sustainable and shift its focus from obligated stability to proactive excellence, the Maritime College must strategically enhance *Affective Commitment* over the dominant *normative* and *continuance* dimensions. This requires implementing practical measures that boost intrinsic motivation and emotional attachment: first, by enhancing intrinsic rewards through systematic, non-monetary recognition for proactive behavior and innovation, and by granting greater autonomy to experienced faculty, thereby signaling trust; second, by investing in strategic professional development (PD) that employees view as a genuine career investment rather than just regulatory compliance, such as offering international exposure or specialization tracks to foster growth and mitigate feelings

of being constrained by the local market (Serna & Martinez, 2023); and third, by promoting work-life balance and well-being through reviewing administrative loads and offering flexible scheduling and formal well-being services, which directly addresses the work-related stress often linked to Continuance Commitment (Chigeda et al., 2022).

In addition, to mitigate the study's generalizability limitations while addressing the likely sector-wide trend of dominant normative commitment influenced by Philippine culture and regulatory stringency, policy implications must pivot toward fostering affective commitment. Policymakers, particularly the Commission on Higher Education (CHED) and the Maritime Industry Authority (MARINA), should launch a sector-wide benchmarking study to confirm if the current high normative/continuance commitment profile is a systemic issue, thereby guiding targeted interventions. Furthermore, there is a critical need to reform the regulatory compliance culture, shifting the focus from a "fear of non-compliance" model to a "culture of quality excellence" by redirecting audits toward process improvement and rewarding proactive innovation and employee well-being, directly linking regulatory success to affective commitment. Finally, institutions must prioritize transparency and equity—especially concerning promotions, compensation, and grievance procedures—as greater transparency influences continuance commitment (Deng et al., 2024), ensuring employees stay out of genuine satisfaction rather than a mere cost-benefit analysis of leaving.

Table 3: Degree of Organizational Commitment of the Employees of a Maritime College and Training Center

Variable	M	SD	Interpretation
Affective	4.38	1.07	Very High Organizational Commitment
Continuance	4.59	0.95	Very High Organizational Commitment
Normative	4.75	0.84	Very High Organizational Commitment
Organizational Commitment	4.57	0.84	Very High Organizational Commitment

Note: M=mean, SD=Standard Deviation

Relationship Between Perceived Organizational Diagnosis and Employee Organizational Commitment

Spearman's rank correlation analysis revealed a statistically significant negative correlation between perceived organizational diagnosis and employee organizational commitment [$r_s(107) = -0.410, p = 0.000$] indicating a crucial, albeit complex, relationship within the Philippine Maritime College and Training Center. Given the inverse scoring of the organizational diagnosis instrument—where a higher score indicates poorer organizational functioning—the negative correlation actually signifies that improved organizational functioning leads to increased employee commitment, and vice-versa. This confirms the theoretical expectation that the internal organizational context profoundly influences employee dedication (Rajak, 2023). However, the strength of this relationship ($r_s = -0.410$) is a critical finding: it suggests that nearly a fifth of the variance in employee commitment ($R^2 = 16.8\%$) can be explained by perceived organizational health. This significant link, supported by Katz & Kahn's (1978) Open System Theory, which views the institution as a dynamic entity, underscores the imperative for leadership to not only acknowledge but actively manage the organization's internal health. Critically, the study highlights a potential disconnect between leadership's assumed organizational status and the actual experiences and perceptions of the employees, necessitating further qualitative investigation to understand the specific organizational gaps driving this dynamic. This aligns with the understanding that committed employees—who develop a strong

sense of belonging and exhibit increased productivity and proactive support—are essential for achieving institutional goals (van der Werf, 2023; Alzoraiki et al., 2023; Malagsic et al., 2021).

Moreover, the statistically significant connection between organizational health and commitment demands immediate practical and policy interventions within the Philippine maritime education sector, especially given the sector's high-stakes nature and strict regulatory environment. Practically, leaders at maritime institutions should focus on implementing targeted organizational development interventions based on the specific areas identified as deficient in the diagnosis (e.g., communication, leadership support, training). Such interventions are crucial for bolstering employee morale, productivity, and ultimately, the quality of maritime training delivered—a non-negotiable factor in meeting international standards. Policy-wise, regulatory bodies like the Commission on Higher Education (CHED) and the Maritime Industry Authority (MARINA) should consider incorporating employee commitment and organizational health metrics as part of the accreditation and monitoring process for maritime schools. This would shift the regulatory focus from purely physical and curricular compliance to a more holistic view that includes the human capital foundation. Mandating regular, high-quality organizational diagnosis and action planning would ensure institutions proactively address internal dysfunctions that could otherwise compromise the competence of future seafarers.

Furthermore, the strong findings, while compelling, must be viewed with a critical lens regarding the study's generalizability, particularly given the intense regulatory pressures unique to the Philippine maritime education sector. The non-experimental design and focus on a single institution limit the extent to which these results can be directly applied across the diverse landscape of Philippine maritime schools without further study. However, this very limitation presents an opportunity: the findings serve as a critical warning that institutional neglect of internal health can severely undermine commitment—a situation likely exacerbated in institutions grappling with the constant pressure of local and international compliance audits (e.g., IMO's STCW Convention). To address this, future research must be systematically expanded to include a diverse sample of institutions (public/private, large/small) across various regions to validate and refine these relationships. Furthermore, regulatory bodies must recognize that while they impose external pressures, they must also encourage an internal culture of continuous improvement. This could be achieved by offering regulatory incentives or support for schools that demonstrate a commitment to improving organizational functioning and employee welfare, thereby moving beyond a purely punitive compliance model to one that fosters sustainable excellence in maritime education.

Table 4: Relationship between Perceived Organizational Diagnosis and Organizational Commitment of Employees

Variable	r_s	df	p
Organizational Diagnosis and Organizational Commitment	-0.410*	107	0.000

Note: *relationship is significant when $p \leq 0.05$

Conclusion

The study of the Maritime College and Training Center reveals a compelling interplay between organizational diagnosis and employee commitment. The college demonstrates optimal organizational functioning across various dimensions, indicative of effective leadership and strategic implementation. This positive organizational state is mirrored by the employees' high

levels of commitment, characterized by a strong sense of belonging and dedication to the institution. Notably, the significant correlation between organizational diagnosis and employee commitment underscores the crucial insight that a well-functioning organization fosters a committed workforce, highlighting the importance of cultivating an environment where employees feel valued, connected, and driven to contribute to the institution's success.

Limitations of the Findings

While the study offers valuable insights into organizational diagnosis and employee commitment at the Maritime College and Training Center, it's important to acknowledge its limitations. The study relied solely on quantitative data from 109 internal stakeholders using the organizational diagnosis questionnaire by Preziosi (1982) and the organizational commitment questionnaire by Allen and Meyer (2004). This approach may not fully capture the nuances of individual experiences, especially given the negative correlation found between perceived organizational diagnosis and employee commitment, which suggests a need for further qualitative research. Furthermore, focusing on a single institution limits the generalizability of the findings to other contexts.

Practical Value of the Paper

The quantitative findings, particularly the concerning negative correlation between organizational diagnosis and employee commitment, hold significant practical applications for the Philippine maritime education sector (MES), especially given its stringent regulatory environment under agencies like CHED and MARINA. This unexpected result suggests that the process of diagnosis may be perceived by employees as punitive or focused purely on compliance, rather than improvement, which directly undercuts efforts to meet quality standards like the STCW Convention. Practically, maritime institutions must shift from a compliance-only mindset to one that implements a human-centered diagnostic strategy—ensuring transparency, involving employees in interpreting results, and focusing interventions (e.g., in communication or leadership training) on specific areas that negatively impact commitment. This targeted approach is crucial for addressing the limitation of generalizability; the negative correlation should be treated by regulators as a critical sector-wide alert, necessitating a subsequent, comparative, mixed-methods study across various maritime schools to confirm the scale of this issue and develop evidence-based best practices for enhancing organizational health and quality across the entire MES.

Directions for Future Research

To maximize clarity and integrate the call for future qualitative research, the current findings suggest a pivotal next step: employing qualitative methods—such as in-depth interviews and focus groups—to explore the unexpected negative correlation between organizational diagnosis and employee commitment. This deep dive is essential for uncovering why employees might feel less committed following a diagnosis; specifically, future research should ask: "What are employees' lived experiences and interpretations of the organizational diagnosis process?" and "What specific factors or perceptions contribute to a decrease in commitment after an organizational diagnosis?" Ultimately, answering these questions qualitatively will not only add valuable depth but also inform targeted, longitudinal studies and comparative analyses across diverse maritime or educational settings, thereby strengthening the generalizability of the overall conclusions and guiding the development of evidence-based best practices.

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