Role of Workplace Culture on Organizational Commitment of Private College Teachers: Mediating Effect of Professional Development

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ABSTRACT

The research investigates the complex dynamics between workplace culture, organizational commitment, and professional development among 489 private college teachers in Madurai district. Utilized purposive sampling, a structured questionnaire is employed for primary data collection. Percentage analysis is applied to examine the demography of teachers, providing a comprehensive understanding of the sample composition. The study employs Structural Equation Modeling to scrutinize the causal relationships among workplace culture, organizational commitment, and professional development. Additionally, Analysis of Variance is utilized to assess the impact of teachers' demographic variables on the research constructs. Findings revealed that learning and adaptability, institutional support, and job engagement play crucial roles in shaping workplace culture, while the latter significantly influences organizational commitment. Furthermore, professional development partially mediates the relationship between workplace culture and organizational commitment. In contrast, gender and designation show no significant effects, but age, academic status, and salary exhibit substantial impacts, emphasizing their pivotal roles in influencing institutional support, job engagement, workplace culture, professional development, and organizational commitment among private college teachers.

Keywords: "Workplace Culture", "Professional Development", "Organizational Commitment", "College Teachers", "Job Engagement".

INTRODUCTION AND BACKGROUND

The role of workplace culture stands as a formidable determinant of organizational commitment among faculty members, particularly in the context of private colleges. The organizational commitment of teachers, encompassing their loyalty, identification with the institution, and intention to stay, is significantly influenced by the prevailing ethos and dynamics within the workplace (Jalaludeen and Marimuthu, 2021). As private colleges navigate the evolving environment of higher education, understanding the sophisticated interplay between workplace culture and organizational commitment becomes imperative for fostering an environment that cultivates faculty dedication. The relationship between workplace culture and organizational commitment among teachers in private colleges. Workplace culture, embodying the values, communication practices, and overall atmosphere within an organization, serves as a foundational pillar shaping the perceptions and attitudes of faculty members. Private colleges,

often characterized by unique organizational structures and missions, offer a distinctive backdrop for exploring the impact of workplace culture on the commitment levels of their teaching staff (Umamaheswari and Thennarasu, 2019).

In this dynamic context, the mediating role of professional development emerges as a crucial factor influencing the nexus between workplace culture and organizational commitment. Professional development acts as a catalyst, providing faculty members with opportunities for growth, skill enhancement, and career progression. As teachers engage in continuous learning and skill development, the mediation effect of professional development becomes pivotal in elucidating how it channels the influence of workplace culture on organizational commitment. The study aims to unravel the complexities of this triadic relationship, shedding light on how a positive workplace culture, characterized by effective communication, supportive leadership, and a commitment to diversity and inclusion, fosters heightened levels of organizational commitment among private college teachers (Shukla and Shinde, 2019). As a result of exploring the mediating effect of professional development, the research seeks to provide actionable insights for educational leaders and administrators to enhance workplace environments, ultimately fortifying the commitment and engagement of their teaching faculty.

Workplace Culture: Workplace culture, the intangible essence that shapes organizational dynamics, is a critical factor influencing employee satisfaction and overall success. The effectiveness and transparency of communication form the bedrock of a positive workplace culture. Open and transparent communication channels foster trust and ensure that information flows seamlessly, creating an environment where employees feel informed and engaged (Sharma, 2020). The quality of relationships among colleagues and teams is another cornerstone of a healthy workplace culture. Positive relationships contribute to a sense of camaraderie and collaboration, enhancing teamwork and overall job satisfaction. A workplace where individuals feel valued and connected is conducive to a positive and inclusive culture. Supportive and healthy work-life balance practices contribute significantly to a positive workplace culture. Organizations that prioritize employee well-being and offer flexibility in work arrangements create an environment where individuals can thrive both professionally and personally. The approach demonstrates an understanding of the holistic needs of employees, fostering a culture that values work-life harmony (Chakrawarti, 2021).

The leadership style of institutional leaders plays a pivotal role in shaping workplace culture. Leaders who exemplify inclusive, empowering, and visionary leadership contribute to a positive and motivational work environment. Leadership styles that prioritize mentorship, recognition, and a commitment to the organization's values resonate positively throughout the workforce. Workplace culture is a multifaceted concept shaped by transparent communication, positive relationships, a commitment to work-life balance, and effective leadership. Fostering a culture that values these elements creates an environment where employees are not only productive but also feel a sense of purpose and fulfillment in their professional endeavors (Chimezie, 2020).

Learning and Adaptability: Learning and adaptability form the bedrock of a dynamic and responsive organizational environment. Training programs and learning opportunities play a pivotal role in shaping the adaptive capacity of employees. Through offering structured initiatives, organizations empower their workforce to acquire new skills, stay abreast of industry trends, and respond effectively to evolving challenges. These programs not only enhance individual competencies but also contribute to the overall adaptability of the organization. In tandem with training, nurturing a culture of innovation and continuous improvement of skills is essential. Encouraging employees to proactively seek new approaches and refine

existing skills cultivates a culture of agility. The culture is marked by an openness to change and a commitment to staying ahead in a rapidly evolving environment (Kadam, 2022). The interplay between continuous improvement and innovation is instrumental in creating an adaptable workforce that thrives on the pursuit of excellence. Furthermore, knowledge sharing and feedback mechanisms serve as catalysts for organizational adaptability. Open channels for sharing insights, best practices, and lessons learned enable a collective intelligence that propels the organization forward. Feedback mechanisms, when constructive and timely, provide valuable insights for refining approaches and fostering a culture where adaptation is not just encouraged but ingrained. In essence, the synergy between training programs, continuous improvement, knowledge sharing, and feedback mechanisms forms the cornerstone of a workplace culture that champions learning and adaptability (Virgana, 2021).

Institutional Support: Institutional support is a prerequisite in cultivating a workplace environment where employees thrive and contribute optimally. Supportive policies for well-being and development stand as testament to an organization's commitment to its workforce. Policies that prioritize employee well-being, offering benefits, and fostering a healthy work-life balance, contribute significantly to a positive workplace culture. Simultaneously, policies supporting professional development underscore an institutional dedication to the continuous growth and skill enhancement of its employees (Chatterjee, 2018). Acknowledgment and recognition of employee contributions play a pivotal role in reinforcing a culture of appreciation. Timely and sincere recognition not only boosts morale but also solidifies a sense of value and belonging. The acknowledgment serves as a motivational force, encouraging employees to go above and beyond in their roles. Resource allocation and leadership endorsement further exemplify institutional support. Allocating resources strategically, whether in terms of technology, training programs, or infrastructure, communicates a commitment to providing employees with the tools needed for success (Tapas, 2019). Leadership endorsement ensures that institutional values align with practical actions, setting the tone for a workplace where employees feel supported and empowered.

Job Engagement: Job engagement is a multifaceted concept that encapsulates the level of commitment, enthusiasm, and involvement an employee exhibits towards their work. Autonomy and involvement in decision-making represent critical dimensions of job engagement. Empowering employees with autonomy fosters a sense of ownership and responsibility, stimulating a deeper connection to their tasks. Involvement in decision-making processes not only enhances job satisfaction but also contributes to a more engaged and motivated workforce (Nejad et al., 2021). Collaboration and teamwork further amplify job engagement by creating an environment where employees feel connected to a collective purpose. The opportunity to collaborate with colleagues fosters a sense of belonging and shared accomplishment. Teamwork encourages the exchange of ideas and perspectives, enhancing creativity and job satisfaction. Moreover, providing opportunities for career advancement is instrumental in elevating job engagement. When employees realize a clear path for growth and development within the organization, it ignites a sense of purpose and long-term commitment. Career advancement opportunities act as a powerful motivator, encouraging employees to invest their skills and energy in achieving both personal and organizational objectives (Shobha, 2022).

Professional Development: Professional development is a cornerstone in the ongoing growth and success of employees, and organizations that prioritize and facilitate continuous learning cultivate a workforce that is adaptive and skilled. The key aspect of professional development is the support for pursuing further education. Organizations that encourage employees to pursue advanced degrees or certifications demonstrate a commitment to their individual growth and the enhancement of their skill sets, contributing

to a more knowledgeable and capable workforce. Performance evaluation and development plans form another integral part of professional development initiatives (Pham, 2021). Constructive performance evaluations provide employees with insights into their strengths and areas for improvement. Coupled with personalized development plans, employees can chart a course for their professional growth, aligning individual aspirations with organizational goals.

Opportunities for developing leadership skills are paramount in nurturing a pipeline of capable leaders. Organizations that invest in leadership development programs contribute not only to the growth of individuals but also to the sustainability and resilience of the organization as a whole. Access to conferences and seminars further enriches professional development by exposing employees to industry trends, innovations, and networking opportunities. These external engagements empower employees with a broader perspective, fostering innovation and excellence within the organization (Wynants and Dennis, 2018). Professional development acts as a pivotal mediator between workplace culture and organizational commitment. A positive workplace culture fosters commitment, and professional development serves as the tangible link reinforcing this relationship. As organizations invest in employees' growth, training, and continuous learning, they symbolize a commitment to individual advancement. The alignment translates into heightened employee dedication, where the reciprocal relationship between culture and commitment becomes evident. In essence, professional development acts as the conduit, transforming cultural values into actionable pathways for growth, thereby amplifying organizational commitment within a workforce (Cintulova and Radkova, 2021).

Organizational Commitment: Organizational commitment, a fundamental aspect of employee engagement, encompasses a spectrum of attitudes and behaviors that reflect the depth of an individual's connection to their workplace. The degree of loyalty and dedication an employee exhibits towards their job is a key indicator of organizational commitment. The loyalty extends beyond the fulfillment of job responsibilities, reflecting an intrinsic commitment to the success and values of the organization (Abebe and Assemie, 2023). Intention to remain with the organization is a forward-looking dimension of organizational commitment. Employees who express a desire to stay signify a sense of stability and alignment with the organization's future trajectory. The intention is rooted in the belief that the organization provides a conducive environment for professional growth and personal satisfaction (Ajayi et al., 2017).

Emotional connection with the organization is a facet of commitment that transcends the rational aspects of employment. Employees who feel emotionally connected are more likely to invest discretionary effort, leading to heightened productivity and job satisfaction. The emotional bond often results from a shared sense of purpose and resonance with the organization's mission and values. Organizational citizenship behavior exemplifies commitment through actions that go beyond job requirements (Batugal, 2019). Individuals displaying organizational citizenship behavior contribute positively to the workplace environment, fostering collaboration and a sense of community. The behavior reflects a commitment to the collective success of the organization and the well-being of colleagues. The ability to maintain commitment in challenging times underscores the resilience of organizational commitment. Employees who remain steadfast in their dedication during adversity contribute to the overall organizational strength. The sustained commitment is indicative of a deep-seated belief in the organization's mission and an unwavering commitment to its success (Jinu and Subathra, 2023).

PROBLEM STATEMENT

The intersection of workplace culture, organizational commitment, and professional development poses a significant challenge and opportunity in the context of private college education. Private college teachers play a pivotal role in shaping the academic landscape, and their commitment is intricately linked to the prevailing workplace culture. Despite its acknowledged importance, there exists a gap in understanding how specific aspects of workplace culture impact the organizational commitment of private college teachers. There is a need to check the connections between workplace culture and organizational commitment, with a focus on private college educators. Furthermore, the mediating role of professional development introduces a layer of complexity that demands exploration. While the influence of workplace culture on commitment is acknowledged, the mechanism through which professional development acts as a mediator remains underexplored. The study seeks to address this gap by delving into the intricacies of workplace dynamics within private college settings. Understanding how elements of the work environment influence commitment levels and how professional development mediates this relationship is vital for educational institutions aiming to enhance faculty engagement and, consequently, the quality of education.

NEED FOR THE STUDY

The need for this study arises from the intricate dynamics within private college education where the interplay between workplace culture, organizational commitment, and professional development warrants comprehensive exploration. Private college teachers, as crucial contributors to academic excellence, are influenced by the prevailing workplace culture, shaping their commitment levels. Understanding the specific elements of workplace culture that impact organizational commitment is imperative for fostering a conducive and engaged academic environment. Moreover, the professional development as a mediating factor adds a layer of complexity that demands focused investigation. While the influence of workplace culture on commitment is acknowledged, the specific pathways through which professional development acts as a mediator are less understood in the private college context. This study aims to fill this knowledge gap by delving into the relationships, providing insights that can inform strategic interventions. As private colleges strive for academic excellence and faculty retention, unraveling the intricacies of workplace dynamics becomes pivotal.

LITERATURE REVIEW

The dynamics of workplace culture and its influence on organizational commitment have been widely explored in academic literature. In the context of private college education, understanding these relationships becomes particularly crucial. The literature review aims to synthesize existing knowledge on the role of workplace culture in shaping organizational commitment among private college teachers, with a specific focus on the mediating effect of professional development (Shah et al., 2022). The concept of workplace culture encompasses the shared values, beliefs, and practices within an organization, influencing the behavior and attitudes of its members (Mastrokoukou et al., 2022). A positive workplace culture fosters employee commitment, as individuals are more likely to align with an organization that reflects their values (Lazic et al., 2021). A collegial and collaborative culture positively correlates with teacher commitment. However, limited research delves into the specific distinctions within private college settings.

Learning, characterized by acquiring new knowledge and skills, is integral to personal and professional

growth. It is a dynamic process that enables individuals to adapt to changing environments. Adaptability, on the other hand, involves the capacity to adjust effectively to new conditions and challenges (Lutz, 2021). Organizations fostering a learning culture enhance adaptability, ensuring resilience in the face of evolving demands (Najmudeen, 2018). Institutional support emerges as a key facilitator in promoting learning and adaptability. It emphasizes the role of organizational support in fostering employee learning initiatives (Mustafa et al., 2021). Institutions that invest in training, resources, and mentorship programs create an environment conducive to continuous learning and adaptation. Job engagement, another critical dimension, is intricately linked to learning and adaptability (Paudel, 2021). Engaged employees, characterized by a strong sense of involvement and commitment to their work, are more likely to actively seek learning opportunities and adapt to new challenges. A positive correlation between job engagement and individual adaptability, highlighting the interconnectedness of these constructs in the workplace (Jayavardhini and Lakshmibala, 2019).

Organizational commitment, often defined as the degree of dedication and loyalty employees exhibit toward their organization (Hidayat et al., 2023). In the private college context, where faculty engagement is crucial for academic success, understanding the factors that influence commitment becomes imperative (Bilal et al., 2019). Professional development, encompassing training, mentorship, and continuous learning opportunities, acts as a conduit through which cultural attributes translate into individual growth and commitment (Lodhi and Ghias, 2019). The importance of professional development in retaining teachers is underscored, suggesting that ongoing learning opportunities contribute to higher commitment levels (Sangeetha et al., 2018). However, scant literature addresses the specific interplay between workplace culture, professional development, and commitment, particularly within the distinctive context of private colleges (Nguyen, 2019). In the private college sector, where resources may differ from larger educational institutions, the specific impact of workplace culture on commitment mediated by professional development remains an underexplored environment (Srinidhi et al., 2019). The literature review helped to formulate the following framework (Figure 1) and research hypotheses.

Figure 1: Conceptual Framework
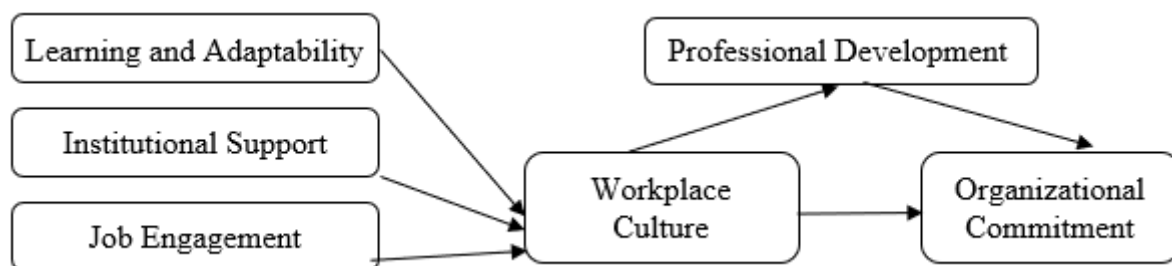
HYPOTHESES

H₁.₁: Antecedent variables have significant effect on learning and adaptability, institutional support, job engagement, workplace culture, professional development, and organizational commitment.

H₁.₂: Learning and adaptability, institutional support, and job engagement have significant effect on workplace culture.

H₁.₃: Workplace culture has significant effect organizational commitment.

H₁.₄: Professional development has mediation effect between workplace culture and organizational commitment.

$H_{1.5}$: Demography of teachers have significant effect on learning and adaptability, institutional support, job engagement, workplace culture, professional development, and organizational commitment.

RESEARCH METHODOLOGY

The study adopts a strong methodological approach to investigate the complex relationships between workplace culture, organizational commitment, and professional development among private college teachers in Madurai district. The study involves a sample size of 489 teachers, selected through purposive sampling to ensure representation from various demographic backgrounds. The sample size exceeds 384 as per the recommendations of Cochran's formula to estimate sample from large population. Primary data collection is conducted using a meticulously designed questionnaire tailored for private college teachers. A pilot study involving 50 participants precedes the main survey, contributing to the refinement and validation of the questionnaire. To gain insights into the demographic composition of the sample, percentage analysis is employed, providing a comprehensive overview of the teachers participating in the study. Similarly, Structural Equation Modeling is chosen as the primary tool to examine the causal relationships among the key research constructs, workplace culture, organizational commitment, and professional development. Additionally, one-way Analysis of Variance is employed to assess the impact of teachers' demographic variables on these constructs. If ANOVA yields significant results, a Post-hoc test is administered to delve deeper into the nature of these effects. The comprehensive research methodology aims to generate insights into the factors influencing organizational commitment among private college teachers and how demographic variables interplay with these dynamics.

RESULTS AND DISCUSSIONS
DEMOGRAPHIC PROFILE

The demographic profile college teachers are elucidated in table 1.

Table 1: Demographic Status

Demography	Classification	Number	Percentage
Gender	Male	275	56.24%
	Female	214	43.76%
Age	Below 30 years	186	38.04%
	30 – 50 years	242	49.49%
	Above 50 years	61	12.47%
Academic Status	PG	203	41.51%
	M.Phil	137	28.02%
	Ph.D	149	30.47%
Salary	Below Rs.25,000	362	74.03%
	Rs.25,000 – 50,000	81	16.56%
	Above Rs.50,000	46	9.41%
Designation	Assistant Professor	302	61.76%
	Associate Professor	101	20.65%
	Professor	86	17.59%

Table 1 discloses the distribution of profile characteristics of college teachers, indicating that 56.24% are male, and 43.76% are female. In terms of age, 38.04% fall below 30 years, 49.49% are between 30 - 50 years, and 12.47% are above 50 years' age. Academic status discloses that 41.51% have completed post-graduate education, 28.02% have completed post-graduation with M.Phil degree, and 30.47% have completed doctoral degree. Regarding monthly salary, 74.03% earn below Rs.25,000, 16.56% earn between Rs.25,000 - Rs.50,000, and 9.41% earn above Rs.50,000. The designation reveals that 61.76% are working as assistant professor, 20.65% are working as associate professor, and 17.59% are working as professor cadre. These findings underscore the diverse background of the college teachers' demographic.

CAUSAL RELATIONSHIP AMONG RESEARCH CONSTRUCTS

An effort is undertaken to examine the causal relationships among Learning and Adaptability (LRNA), Institutional Support (ISPT), Job Engagement (JENG), Workplace Culture (WPCL), Professional Development (PDEV), and Organizational Commitment (OCMT). The Observed, endogenous variables are, LRNA1, LRNA2, LRNA3, ISPT1, ISPT2, ISPT3, JENG1, JENG2, JENG3, WPCL1, WPCL2, WPCL3, WPCL4, PDEV1, PDEV2, PDEV3, PDEV4, OCMT1, OCMT2, OCMT3, OCMT4, and OCMT5. Unobserved, endogenous variables are, WPCL, PDEV, and OCMT. The unobserved, exogenous variables, LRNA, e1 – e25, ISPT, and JENG. The model encompasses a total of 53 variables, comprising 22 observed and 31 unobserved variables. Likewise, there are 28 exogenous variables and 25 endogenous variables. These variables are employed to explore the causal relationships among the research constructs. Therefore, the structural equation model is depicted in Figure 2, and the corresponding paths are presented in Table 2.
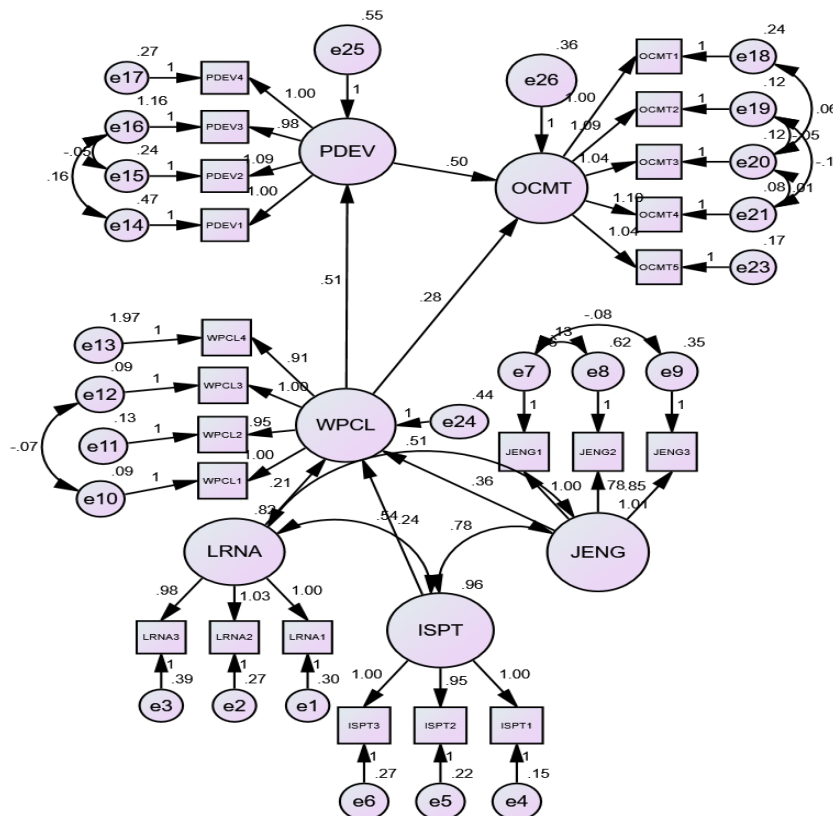
Figure 2: Structural Model

Table 2: Structural Path Analysis

Path			Estimate	Std. Estimate	t	p
LRNA1 - Training programs and learning opportunities	<---	LRNA	1.000	855		
LRNA2 - Innovation and continuous improvement of skills	<---		1.025	874	22.889	***
LRNA3 - Knowledge sharing and feedback mechanisms	<---		979	817	21.180	***
ISPT1 - Supportive policies for well-being and development	<---	ISPT	1.000	931		
ISPT2 - Acknowledgment and recognition of employee contributions	<---		947	893	31.754	***
ISPT3 - Resource allocation and leadership endorsement	<---		1.005	883	30.917	***
JENG1 - Autonomy and involvement in decision-making	<---	JENG	1.000	777		
JENG2 - Collaboration and teamwork with colleagues	<---		782	707	15.410	***
JENG3 - Opportunities for career advancement	<---		854	824	15.500	***
WPCL1 - Effectiveness and transparency of communication	<---	WPCL	1.000	953		
WPCL2 - Relationships among colleagues and teams	<---		951	932	37.935	***
WPCL3 - Supportive and healthy work-life balance	<---		1.004	956	35.911	***
WPCL4 - Leadership style of institutional leaders	<---		907	528	13.209	***
PDEV1 - Support for pursuing further education	<---	PDEV	1.000	791		
PDEV2 - Performance evaluation and development plans	<---		1.085	890	21.288	***
PDEV3 - Opportunities for developing leadership skills	<---		976	626	15.022	***
PDEV4 - Access to conferences and seminars	<---		996	861	20.687	***
OCMT1 - Degree of loyalty and dedication on job	<---	OCMT	1.000	870		
OCMT2 - Intention to remain with the organization	<---		1.092	941	31.060	***
OCMT3 - Emotional connection with the organization	<---		1.043	935	37.497	***
OCMT4 - Organizational citizenship behavior	<---		1.097	958	32.529	***
OCMT5 - Ability to maintain commitment in challenging times	<---		1.044	912	30.688	***
WPCL	<---	LRNA	211	199	4.247	***

WPCL		<---	ISPT	236	241	3.201	001
WPCL		<---	JENG	363	379	4.494	***
PDEV		<---	WPCL	506	548	11.818	***
OCMT		<---	PDEV	495	504	10.706	***
OCMT		<---	WPCL	284	313	7.638	***

*** Significant at 1%

In the subsequent step, fit indices for the structural model are computed. The outcomes reveal that the model impeccably aligns with the data. The CMIN/df value, standing at 1.963, falls below the established threshold of <3, indicating a perfect fit. Likewise, the RMSEA value, registering at 0.044, is beneath the recognized level of 0.06, providing additional assurance of a robust fit. Furthermore, diverse indicators of goodness of fit and baseline comparisons offer further affirmation of the model's adequacy. The GFI (0.935), AGFI (0.915), NFI (0.963), CFI (0.981), IFI (0.981), RFI (0.955), and TLI (0.977) all surpass the minimum requirement of 0.9. These values collectively strengthen the assertion that the structural model demonstrates an ideal alignment with the data.

Table 2 provides insights into the statistical significance of p-values associated with various pathways related to learning and adaptability, institutional support, job engagement, workplace culture, professional development, and organizational commitment, all of which are significant at the 1% level. The results affirm the acceptance of hypothesis ($H_{1.1}$), indicating that antecedent variables exert a significant effect on learning and adaptability, institutional support, job engagement, workplace culture, professional development, and organizational commitment. Notably, the learning and adaptability of college teachers heavily rely on innovation and continuous skill improvement, with knowledge sharing and feedback mechanisms having the least impact on learning and adaptability. Institutional support is predominantly manifested through supportive policies for well-being and development, whereas resource allocation and leadership endorsement constitute the least support provided by institutions to college teachers.

Career advancement opportunities emerge as the primary factor influencing the job engagement of college teachers, contrasting with the relatively minimal impact of collaboration and teamwork with colleagues on job engagement. A supportive and healthy work-life balance stands out as a leading dimension in establishing a positive workplace culture, while the leadership style of institutional leaders plays the least significant role in shaping a better workplace culture. The main driver for the professional development of teachers is performance evaluation and development plans, whereas opportunities for developing leadership skills exhibit a limited impact on professional development. Organizational commitment is primarily shaped by the presence of organizational citizenship behavior, with the degree of loyalty and dedication to the job playing a minor role in forming organizational commitment among college teachers.

Hypothesis ($H_{1.2}$) seeks to evaluate the impact of learning and adaptability, institutional support, and job engagement on workplace culture. The coefficients demonstrate that a one-unit increase in learning and adaptability leads to a 0.211-unit enhancement in workplace culture. Similarly, a one-unit increase in institutional support results in a 0.236-unit improvement in workplace culture, and a one-unit increase in job engagement leads to a more substantial enhancement of 0.363 units in workplace culture. The associated p-values for learning and adaptability, institutional support, and job engagement indicate a statistically significant effect on workplace culture.

Focusing on to hypothesis ($H_{1.3}$), it aims to explore the effect of workplace culture on organizational commitment. The coefficient indicates that a one-unit increase in workplace culture contributes to a 0.284-

unit improvement in organizational commitment among college teachers, confirming the significant impact of workplace culture on organizational commitment. In summary, the findings underscore the pivotal roles of learning and adaptability, institutional support, and job engagement in shaping a positive workplace culture, ultimately fostering greater organizational commitment among college teachers.

MEDIATING EFFECT OF PDEV BETWEEN WPCL AND OCMT

The hypothesis ($H_{1.4}$) intends to check the mediating effect of professional development between workplace culture and organizational commitment. In this way, the hypothesis asserts that professional development has mediation effect between workplace culture and organizational commitment.

Table 3: Mediating Effect of PDEV between WPCL and OCMT

Effect	Path			Estimate	p
Mediating Effect (Path A)	PDEV	<---	WPCL	.506	***
Direct	OCMT	<---	WPCL	.284	***
Mediating Effect (Path B)	OCMT	<---	PDEV	.495	***

*** Significant at 1%

Table 3 displays the direct effect of workplace culture on organizational commitment, quantified at 0.284. To evaluate the mediation effect, the impact values of 0.506 (from workplace culture to professional development) and 0.495 (from professional development to organizational commitment) are considered. Consequently, the computed mediating value is 0.25047, signifying an overall impact of 0.53447. The determined variance for this value is 0.4686, surpassing the benchmark of 0.2, thereby confirming the presence of partial mediation. In conclusion, it can be inferred that professional development exhibits a partial mediation effect in the relationship between workplace culture and organizational commitment.

EFFECT OF DEMOGRAPHIC PROFILE ON RESEARCH CONSTRUCTS

The effect of demographic profile of college teachers on research constructs are checked using One-Way ANOVA. The hypothesis ($H_{1.5}$) asserts that demography of teachers has significant effect on learning and adaptability, institutional support, job engagement, workplace culture, professional development, and organizational commitment.

Table 4: One-Way ANOVA

Constructs	Gender		Age		Academic Status		Salary		Designation	
	t	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
LRNA	1.722	0.086	.466	.628	2.598	.075	11.782	.000***	2.058	.132
ISPT	0.305	0.761	8.728	.000***	5.545	.004**	13.192	.000***	1.984	.145
JENG	0.875	0.382	11.008	.000***	5.640	.004**	13.203	.000***	0.587	.559
WPCL	1.214	0.225	3.956	.020**	.571	.566	10.678	.000***	0.694	.493
PDEV	0.688	0.492	4.851	.008**	4.579	.011**	19.887	.000***	1.534	.195
OCMT	0.576	0.565	4.794	.009**	2.111	.122	8.990	.000***	1.862	.156

** Significant at 5%, *** Significant at 1%

Table 4 shows that gender and designation of private college teachers has no significant effect on learning and adaptability, institutional support, job engagement, workplace culture, professional development, and organizational commitment. Age of private college teachers has significant effect on institutional support, job engagement, workplace culture, professional development, and organizational commitment. The significant results derived in One-way ANOVA are adhered to post-hoc test to check the formation of sub-groups. For age of private college teachers, Waller-Duncan post-hoc test formed two equal subsets like 30 – 50 years in subset a; and below 30 years and above 50 years in subset b for institutional support. The test also formed three equal subsets like 30 – 50 years in subset a; below 30 years in subset a,b; and above 50 years in subset b for job engagement. Similar to that the test formed two equal subsets like 30 – 50 years and below 30 years in subset a; and above 50 years in subset b for workplace culture, professional development and organizational commitment. Academic status of private college teachers has significant effect on institutional support, job engagement, and professional development. For academic status of private college teachers, Ryan-Einot-Gabriel-Welsch Range post-hoc test formed two equal subsets like M.Phil., in subset a; and Ph.D and PG in subset b for institutional support and job engagement. The test also formed three equal subsets like M.Phil., in subset a; PG in subset a,b; and Ph.D in subset b for professional development. Salary of private college teachers has significant effect on learning and adaptability, institutional support, job engagement, workplace culture, professional development, and organizational commitment. For salary of private college teachers, Student-Newman-Keuls post-hoc test formed two equal subsets like below Rs.25,000 and Rs.25,000 – 50,000 in subset a; and above Rs.50,000 in subset b for learning and adaptability, institutional support, job engagement, workplace culture and organizational commitment. The test also formed three equal subsets like below Rs.25,000 and in subset a; Rs.25,000 – 50,000 in subset b; and above Rs.50,000 in subset c for professional development.

CONCLUSION

In conclusion, the interaction between antecedent variables and their impact on the organizational commitment of private college teachers emphasizes the importance of understanding the multifaceted nature of educational institutions. Findings revealed that learning and adaptability, institutional support, and job engagement are pivotal factors influencing workplace culture. The statistically significant effects of these variables on workplace culture emphasize the need for targeted interventions aimed at fostering a positive and conducive work environment within private college settings. Recognizing the role of workplace culture as a key determinant, the study reaffirms its significant influence on the organizational commitment of teachers, thereby stressing the need for educational institutions to prioritize the cultivation of a supportive and empowering workplace culture. Moreover, the mediation reveals the role played by professional development in shaping the relationship between workplace culture and organizational commitment. The partial mediation effect suggests that while professional development contributes significantly to the enhancement of organizational commitment, other factors within workplace culture also play a direct role. It highlighted the importance of a comprehensive approach that integrates professional development initiatives with broader strategies aimed at raising a positive workplace culture. Educational institutions can leverage these insights to design targeted interventions that not only enhance professional growth but also contribute to a complete and healthy organizational commitment among private college teachers. Furthermore, the study highlighted the need for strategic initiatives to enhance learning and adaptability, institutional support, and job engagement, as these factors serve as precursors to a positive workplace culture. Institutions should invest in creating learning environments that facilitate

adaptability and provide the necessary support structures for faculty. Moreover, fostering job engagement through meaningful roles and responsibilities can contribute significantly to shaping a positive workplace culture. As a result of addressing these antecedent variables, private colleges can lay a strong foundation for a thriving workplace culture that, in turn, positively influences the organizational commitment of their teaching faculties. Ultimately, the study provided valuable insights for educational leaders and policymakers seeking to optimize the working conditions of private college teachers and enhance overall organizational commitment in the academic sector.

Among demographic variables, gender and designation appear to have no noticeable impact on critical elements such as learning and adaptability, institutional support, job engagement, workplace culture, professional development, and organizational commitment. This challenges preconceived notions regarding the potential influence of gender and professional rank within the academic context. Conversely, age emerges as a significant factor, exerting a considerable effect on institutional support, job engagement, workplace culture, professional development, and organizational commitment among private college teachers. Additionally, the academic status of educators plays a pivotal role, significantly influencing institutional support, job engagement, and professional development. Especially, salary emerges as a consistently influential factor, affecting learning and adaptability, institutional support, job engagement, workplace culture, professional development, and organizational commitment. These findings highlight the need for institutions to consider age, academic status, and salary structures when formulating strategies to enhance the professional well-being and commitment of private college teachers.

RESEARCH IMPLICATIONS

The study holds significant implications for both academic and practical applications in the realm of private college education. Firstly, it contributes to the academic discourse by delving into the relationships between workplace culture, organizational commitment, and professional development within the unique context of private colleges. Establishing a mediating effect of professional development, the study enriches theoretical frameworks surrounding organizational commitment. Practically, the findings offer valuable insights for private college administrators and policymakers. Understanding the pivotal role of workplace culture in shaping commitment and the mediating influence of professional development equips institutions with actionable strategies. Implementing targeted interventions to enhance workplace culture, foster professional development initiatives, and thereby boost organizational commitment can positively impact faculty engagement, retention, and overall academic excellence within private colleges. These implications underscore the potential for strategic enhancements in organizational practices to cultivate a committed and thriving teaching faculty.

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