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# The Role Of Work Experience Tenure In Shaping Organizational Alliance Among Cambodian High School Teachers: A Quantitative Analysis Using One-Way ANOVA

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**Abstract**

*This study aims to profile the mean levels of organizational alliance both globally across the sample and stratified by tenure groups and analyze the variations in organizational alliance among Cambodian high school teacher groups with varying years of work experience. Data were collected throw the surveyed questionnaire from 760 high school teachers and analyzed using descriptive statistics and a One-Way ANOVA via SPSS. The results indicated that the overall of the tenure of work experience among Cambodian high school teacher had a statistically significant effect on organizational alliance, F (2, 757) = 5.554, p = 0.004. High school teachers with less than 10 years of experience exhibited the highest level of organizational alliance (M = 3.81), whereas the group with 10–20 years of experience showed the lowest (M = 3.65), which then slightly recovered among those with over 20 years of experience (M = 3.75). These findings suggest the need for targeted retention and engagement initiatives aimed at enhancing organizational alliance among teachers in the mid-career stage (10–20 years of experience).*

**Keywords: Work experience, High School Teachers, Organizational Alliance, Administrators**

## INTRODUCTION

Human resources are widely recognized as the most valuable asset and driving force behind an organization's success, growth, and long-term sustainability. In the field of Human



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Resource Management (HRM), organizational alliance—often referred to as organizational alliance—serves as a key indicator of employees' dedication, loyalty, and alignment with organizational objectives. This alliance does not emerge spontaneously; rather, it develops gradually through employees' experiences and interactions within the workplace. Numerous factors contribute to the formation of organizational alliance, among which work experience or organizational tenure is considered one of the most significant determinants (Meyer & Allen, 1991; Mowday et al., 1979).

**Background and Statement of the Problem**

Work experience tenure is widely recognized as an important determinant of organizational alliance. According to Becker (1960), employees who remain with an organization for an extended period accumulate valuable organizational knowledge, develop stronger interpersonal relationships, and invest considerable personal and professional resources, all of which may strengthen their alliance to the organization. Likewise, Meyer and Allen's (1991) Three-Component Model of Organizational Alliance suggests that continued organizational membership can enhance employees' emotional alliance, perceived obligations, and awareness of the costs associated with leaving the organization. These theoretical perspectives imply that employees with longer tenure are more likely to demonstrate stronger organizational alliance and loyalty than those with less work experience.

Despite these assumptions, empirical findings regarding the relationship between work experience and organizational alliance remain inconsistent. While some studies have reported a positive association between tenure and organizational alliance, others have found that employees' alliance to their organizations may change over time due to factors such as evolving career aspirations, job satisfaction, organizational support, and opportunities for professional development (Cohen, 1993; Meyer & Allen, 1997). In addition, employees at different career stages often experience the organization in distinct ways. Newly recruited employees may exhibit high levels of enthusiasm and optimism regarding career advancement, whereas mid-career employees may encounter increased responsibilities, career plateaus, or unmet expectations that affect their alliance to the organization. Similarly, senior employees may either develop stronger loyalty through accumulated investments or become less engaged because of limited advancement opportunities and organizational stagnation (Cohen, 1993). These variations suggest that the relationship between work experience tenure and organizational alliance may be more complex than a simple linear increase over time.


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Although the recognized importance of this relationship for organizational effectiveness and employee retention, empirical research examining the influence of work experience tenure on organizational alliance remains limited, particularly within the Cambodian educational sector. Existing studies have produced inconsistent findings, with some suggesting that organizational alliance increases progressively with tenure, while others indicate a non-linear pattern in which organizational alliance is relatively high during the early stages of employment, declines during mid-career stages, and increases again among long-serving employees (Boswell et al., 2005; Cohen, 1993). The lack of clear evidence within this context limits the ability of school leaders and policymakers to develop effective retention strategies, professional development initiatives, and motivational programs that address the diverse needs of teachers at different career stages. Therefore, this study seeks to examine whether work experience tenure significantly influences organizational alliance among Cambodian high school teachers and to determine the extent to which organizational alliance varies across different tenure groups. The findings are expected to contribute to a deeper understanding of teachers' organizational alliance and provide evidence-based insights for strengthening organizational alliance and promoting the long-term sustainability of the teaching workforce in Cambodian high schools.

**Purposes of the Study**

In this study, researchers set the following main research purposes:

1. To profile the mean levels of organizational alliance both globally across the sample and stratified by tenure groups.
2. To analyze the variations in organizational alliance among teacher groups with varying years of work experience.

**Research Questions**

To respond the purposes of the study above, researchers set the following main research questions:

1. What is the current level of organizational alliance among Cambodian high school teachers, both overall and when categorized by their years of work experience?
2. Does the duration of teachers' work experience statistically influence their level of organizational alliance?



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## LITERARTURE REVIEW

### Theoretical Foundations of Organizational Alliance and Work Experience

The relationship between work experience and organizational alliance has attracted considerable attention within the fields of Human Resource Management, Organizational Behavior, and Industrial Psychology. Organizational alliance, commonly conceptualized as organizational commitment, refers to the psychological bond that connects employees to their organizations and influences their willingness to remain organizational members and contribute to organizational goals (Mowday et al., 1979; Meyer & Allen, 1991). Scholars have argued that this alliance develops gradually through employees' interactions with the workplace, organizational culture, leadership practices, and accumulated work experiences. The present study is primarily grounded in two influential theoretical frameworks: Super's Career Development Theory (1957) and the organizational alliance model developed by Meyer and Allen (1991). According to Super (1957), individuals progress through distinct career stages throughout their working lives. Although the complete theory identifies several life-span stages, employees within organizations are often observed to move through phases characterized by career establishment, advancement, maintenance, and eventual disengagement or decline. Each stage is associated with different professional needs, expectations, and psychological responses to work. During the establishment stage, employees seek opportunities for learning, advancement, and organizational acceptance. In the maintenance stage, employees focus on preserving achievements, sustaining performance, and adapting to organizational changes. As employees approach later career stages, their priorities may shift toward stability, legacy-building, knowledge transfer, or retirement preparation. These changing priorities can significantly influence their level of organizational alliance.

Complementing Super's framework, Meyer and Allen's (1991) Three-Component Model proposes that organizational alliance consists of three distinct dimensions: affective alliance, continuance alliance, and normative alliance. Affective alliance refers to employees' emotional alliance to and identification with the organization. Continuance alliance reflects employees' awareness of the costs associated with leaving the organization. Normative alliance refers to a sense of obligation or moral responsibility to remain with the organization. Researchers have found that these dimensions may evolve differently across career stages and tenure groups, suggesting that organizational alliance is a dynamic rather than static phenomenon (Meyer & Allen, 1991; Meyer & Allen, 1997).



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**Work Experience and Organizational Alliance**

Work experience, commonly measured through organizational tenure or years of service, has long been considered an important predictor of organizational alliance. Early theoretical perspectives, particularly Becker's (1960) Side-Bet Theory, argue that employees accumulate investments over time, including skills, relationships, reputation, benefits, and organizational knowledge. As these investments increase, employees become more attached to their organizations because leaving would involve significant personal and professional costs. Empirical evidence from various regions of the world generally supports a positive association between tenure and organizational alliance, although the strength of this relationship varies considerably across contexts. A meta-analysis conducted by Cohen (1993) found that employee tenure is positively related to organizational alliance, but the relationship is relatively modest and influenced by numerous contextual factors. Similarly, Mathieu and Zajac (1990) reported that tenure demonstrates a positive but moderate correlation with organizational alliance, indicating that additional organizational and personal variables also play important roles.

**The Honeymoon–Hangover Effect**

One influential explanation for fluctuations in organizational alliance across tenure groups is the "honeymoon–hangover" effect. According to Boswell et al. (2005), employees often experience a honeymoon period immediately following organizational entry, characterized by enthusiasm, optimism, and heightened alliance. During this period, employees are motivated by new opportunities, organizational support, and positive expectations regarding career advancement. However, as employees become more familiar with organizational realities, a decline in satisfaction and alliance may occur. This "hangover" phase emerges when employees encounter unmet expectations, repetitive work routines, limited promotional opportunities, role ambiguity, or workplace stressors. As a result, organizational alliance may decrease during the middle stages of employees' careers before stabilizing or increasing again as employees achieve greater career maturity and organizational integration (Boswell et al., 2005).

**Evidence from Any Corners around the World**

Research conducted in the United States and Canada has consistently demonstrated that organizational alliance changes throughout employees' careers. Meyer et al. (2002), in a large-scale meta-analysis, found that tenure is positively associated with affective and continuance alliance, although the relationship is mediated by job satisfaction, perceived organizational


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support, and leadership quality. Studies within American public-sector organizations have shown that mid-career employees often report lower organizational alliance than both early-career and late-career employees due to career plateauing and reduced advancement opportunities (Allen & Meyer, 1993). Similar findings have been observed among healthcare professionals, educators, and government employees across Canada and the United States.

European studies have produced comparable findings. Research in the United Kingdom, Germany, and the Netherlands indicates that employees' organizational alliance tends to strengthen when organizations provide career development opportunities, supportive leadership, and work-life balance initiatives. However, long tenure alone does not guarantee stronger alliance (Ellemers et al., 1998). Studies in Scandinavian countries have further suggested that organizational alliance is influenced by organizational justice, employee participation in decision-making, and workplace autonomy. Employees with extensive work experience may demonstrate high levels of commitment when they perceive fairness and organizational support, but prolonged tenure under unfavorable conditions can result in disengagement and withdrawal behaviors.

Research conducted in African countries has generally found that organizational alliance is influenced by tenure, leadership practices, job satisfaction, and organizational support. For example, studies in South Africa have shown that employees who perceive fair treatment and supportive organizational climates tend to exhibit stronger affective alliance regardless of tenure length (Lumley et al., 2011). Similarly, research among Nigerian public-sector employees found that organizational alliance increases when employees perceive opportunities for professional growth, recognition, and supportive supervision (Azeez et al., 2016). In Kenya, studies have reported that work experience contributes positively to organizational alliance; however, job satisfaction and organizational support often exert a stronger influence than tenure alone (Kagwiria & Ondigi, 2018). These findings suggest that while tenure may strengthen employees' alliance through accumulated investments and organizational familiarity, organizational practices remain critical determinants of alliance.

Research from Middle Eastern countries has similarly demonstrated that organizational alliance is shaped by both tenure-related and contextual factors. In Saudi Arabia, studies among healthcare and public-sector employees have found that longer-serving employees often report higher continuance commitment due to perceived costs associated with leaving their organizations, although affective alliance depends more strongly on leadership quality and organizational support (Al-Harbi, 2017). Studies conducted in the United Arab Emirates have reported that employees' organizational alliance is influenced by career development


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opportunities, organizational justice, and workplace culture, with tenure serving as a secondary predictor (Yousef, 2017). Likewise, research in Jordan found that employees who perceive organizational fairness and supportive management practices demonstrate stronger alliance regardless of years of service (Albdour & Altarawneh, 2014).

For Asia, Research across Asian countries has revealed both similarities and cultural differences in the tenure–alliance relationship. Studies conducted in Japan and South Korea indicate that long-term employment traditions often strengthen normative alliance because employees develop a strong sense of loyalty and obligation toward their organizations. However, younger generations increasingly prioritize career mobility and personal development over lifetime organizational membership. In China, organizational alliance has been found to be strongly associated with organizational support, leadership effectiveness, and career growth opportunities rather than tenure alone (Wang, 2012). Similarly, studies in Singapore and Malaysia have reported that employees' alliance levels vary according to organizational culture, perceived fairness, and opportunities for professional advancement. Research conducted in India has demonstrated that experienced employees often exhibit stronger continuance alliance due to accumulated investments and family responsibilities; however, affective alliance may decline when career growth opportunities are limited (Bakhshi et al., 2009).

## METHODS

### Research Design

This study employed a quantitative research approach to examine the relationship between work experience and organizational alliance among Cambodian high school teachers. A quantitative approach is appropriate for investigating relationships among variables and testing hypotheses through statistical analysis (Creswell & Creswell, 2018).

### Sample Size and Data Collection

Data were collected from 760 Cambodian high school teachers ($N$ = 760). The participants were categorized into three groups based on their years of teaching experience: (1) teachers with less than 10 years of experience ($n$ = 160), (2) teachers with 10–20 years of experience ($n$ = 336), and (3) teachers with more than 20 years of experience ($n$ = 264). This classification was informed by career-stage perspectives suggesting that employees' attitudes and organizational alliance may evolve across different phases of their professional careers (Super, 1957).



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**Statistical Analysis**

The data were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including the mean (M) and standard deviation (SD), were computed to summarize the characteristics of the data and provide an overview of organizational alliance across the three experience groups (Field, 2018). To test the research hypotheses and determine whether significant differences in organizational alliance existed among the three experience groups, a one-way analysis of variance (One-Way ANOVA) was conducted. One-Way ANOVA is an appropriate statistical technique for comparing the means of three or more independent groups (Field, 2018; Tabachnick & Fidell, 2019).

Prior to hypothesis testing, the assumption of homogeneity of variances was assessed using Levene's Test of Equality of Variances. The results indicated a violation of this assumption ($p$ = 0.026 < 0.05). Consequently, to ensure the robustness and validity of the findings under conditions of unequal variances, the analysis was supplemented with Welch's ANOVA, which has been recommended as a robust alternative to the traditional F-test when the homogeneity-of-variance assumption is violated (Welch, 1951; Field, 2018).

Furthermore, Games–Howell post hoc comparisons were employed to identify specific group differences. The Games–Howell procedure is particularly suitable when group variances are unequal and sample sizes differ across groups, making it one of the most widely recommended post hoc tests under such conditions (Games & Howell, 1976; Field, 2018).

**RESEARCH RESULT**

Based on the statistical analysis, the results of this study are shown as follows:

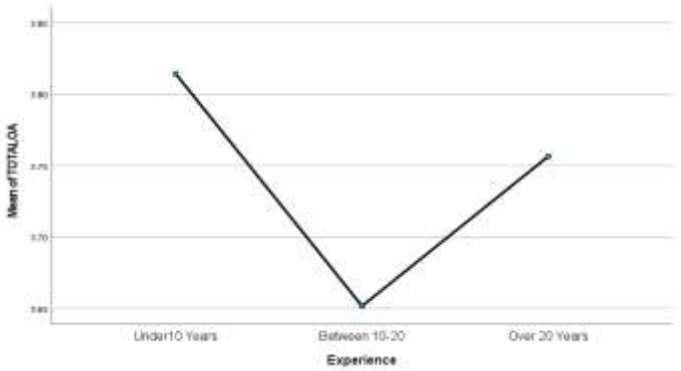



**Figure: Trends in the variation of the alliance's average value toward high school teachers' entities, categorized by work experience**



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Based on the figure illustrating trends in the mean levels of organizational alliance among high school teachers categorized by years of work experience, a distinct U-shaped pattern was observed. Specifically, teachers with less than 10 years of experience demonstrated the highest mean level of organizational alliance (M = 3.81). This mean subsequently declined, reaching its lowest point among mid-career teachers with 10 to 20 years of experience (M =3.65). However, the mean score increased again among more experienced teachers with over 20 years of service, rising to approximately (M = 3.76).

Overall, these results suggest a non-linear relationship between work experience and organizational alliance, characterized by an initial decline during mid-career followed by a partial recovery in later career stages.

Based on descriptive statistics analysis and One-Way ANOVA test, the results of this study are shown in Table 1 and Table 2 below:

**Table 1: Descriptive statistics of Overall organizational Alliance based on the Work Experience**

| Work Experience | N | M | SD |
|---|---|---|---|
| Less than 10 years | 160 | 3.81 | 0.37 |
| Between10-20 years | 336 | 3.65 | 0.59 |
| Over 20 years | 264 | 3.75 | 0.58 |
| **Total** | **760** | **3.72** | **0.55** |

According to Table 1 above, the analytical results indicate that the group of novice teachers with fewer than 10 years of work experience comprised 160 participants (N = 160) and exhibited the highest mean score (M = 3.81, SD = 0.37). This mean score decreased to M = 3.65 (SD = 0.59) among the mid-career group with 10 to 20 years of experience, which consisted of 336 participants (N = 336). However, the mean score rebounded to M = 3.75 (SD = 0.58) for the veteran group with more than 20 years of experience (N = 264). Overall, the total sample of 760 Cambodian high school teachers yielded an aggregate mean score of M = 3.72 (SD = 0.55).

**Table 2: One-Way ANOVA Results**

| Source of Variance | Sum of Squares | Df | M | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 3.333 | 2 | 1.666 | 5.554 | 0.004 |
| Within Groups | 227.110 | 757 | 0.300 | | |
| **Total** | **230.442** | **759** | | | |



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Based on Table 2, the results of the ANOVA indicate that the length of work experience has a statistically significant effect on the organizational alliance of high school teachers at the 95% confidence level. This is evidenced by the F-value of F (2, 757) = 5.554 and a p-value of 0.004, which is less than 0.05. Therefore, the null hypothesis ($H_o$) is rejected.

Overall, the findings from Table 2 and the accompanying figure above consistently indicate that work experience has a statistically significant effect on teachers' organizational alliance. The one-way ANOVA results confirmed that there are significant differences in organizational alliance across the three experience groups, F (2, 757) = 5.554, p = 0.004, leading to the rejection of the null hypothesis. Base on Post Hoc Test, Post hoc comparisons using Tukey's HSD test revealed a significant difference only between teachers with less than 10 years of experience and those with 10–20 years of experience (mean difference = 0.162, p = 0.006). Teachers with less than 10 years of experience exhibited a higher mean alliance score than those with 10–20 years of experience. No significant differences were found between teachers with 10–20 years and more than 20 years of experience (p = 0.053), or between teachers with less than 10 years and more than 20 years of experience (p = 0.543).

Taken together with the ANOVA results, these findings suggest that the overall difference among experience groups was primarily driven by the contrast between teachers with less than 10 years of experience and those with 10–20 years of experience. This pattern is consistent with the trend observed in the line graph above.

**DISCUSSION**

The research findings revealed an interesting pattern, specifically a U-shaped trend in organizational alliance across different levels of work experience. Cambodian high school teachers with less than 10 years of experience demonstrated the highest level of organizational alliance (M = 3.81), which is consistent with the "honeymoon effect," whereby newly recruited teachers tend to exhibit elevated levels of enthusiasm, optimism, and alliance during the early stages of organizational entry (Boswell et al., 2005; Meyer & Allen, 1991). However, organizational alliance declined and reached its lowest point among Cambodian high school teachers with 10–20 years of experience (M = 3.65). From a work psychology perspective, this reduction may be interpreted as evidence of a mid-career plateau, a stage characterized by diminished motivation, reduced career advancement opportunities, and unmet expectations regarding professional growth (Super, 1957; Ference et al., 1977). At this stage, teachers may experience stagnation due to


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repetitive job tasks, limited promotion prospects, or a discrepancy between expectations and actual career progression, which can negatively influence affective alliance (Meyer & Allen, 1997).

Subsequently, organizational alliance increased again among Cambodian high school teachers with more than 20 years of experience (M = 3.75). This rebound may be explained by career stabilization and accumulated side-bets, where long-term teachers develop stronger alliance due to investments in their organization, professional identity, and social relationships (Becker, 1960; Cohen, 1993). In addition, employees in later career stages often experience greater role clarity, job security, and psychological adjustment, which contribute to renewed or sustained organizational alliance (Meyer & Allen, 1991).

Overall, these findings suggest that organizational alliance follows a non-linear developmental pattern across career stages, rather than a strictly linear progression. This pattern aligns with previous research indicating that employee alliance fluctuates over time depending on career stage, job experiences, and perceived organizational support (Boswell et al., 2005; Meye et al., 2002).

**CONCLUSION**

Based on the results presented in Table 1, the descriptive analysis reveals a curvilinear (U-shaped) distribution of teachers' organizational alliance across different levels of work experience. Teachers with less than 10 years of experience demonstrated the highest level of organizational alliance (M = 3.81), followed by a noticeable decline among mid-career teachers with 10 to 20 years of experience (M = 3.65). Subsequently, an upward adjustment was observed among veteran teachers with more than 20 years of experience (M = 3.75). The overall mean score of the total sample was M = 3.72 (SD = 0.55), indicating a generally moderate-to-high level of organizational alliance among Cambodian high school teachers. In addition, the inferential statistical findings from the one-way ANOVA confirm that work experience exerts a statistically significant influence on teachers' organizational alliance, $F(2, 757) = 5.554$, $p = 0.004$. Accordingly, the null hypothesis was rejected, confirming that significant differences exist in organizational alliance across the three experience categories. Collectively, these findings demonstrate that organizational alliance is not linear across career duration but instead exhibits variation in accordance with professional tenure stages.

In light of the findings, several evidence-based recommendations can be proposed for educational leaders and policymakers. Firstly, particular attention should be directed toward mid-career teachers (10–20 years of experience), who exhibited the lowest level of organizational


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alliance. Educational institutions should implement targeted human resource strategies such as structured career progression pathways, merit-based promotion systems, and professional recognition mechanisms to mitigate potential disengagement and career stagnation during this critical phase. Secondly, although early-career teachers reported comparatively high levels of alliance, sustained support remains essential. School administrations should strengthen induction programs, mentoring systems, and continuous professional development opportunities to preserve initial enthusiasm and reduce the likelihood of early attrition. Thirdly, for highly experienced teachers, institutional strategies should emphasize retention through empowerment-oriented practices, including leadership assignments, participation in decision-making processes, and opportunities for mentoring junior staff. Such initiatives can reinforce their sense of professional value and organizational belonging. Finally, given the observed variability in organizational alliance across career stages, it is recommended that educational institutions adopt a differentiated human resource management framework rather than uniform policies. Tailoring management strategies to employees' tenure stages may enhance organizational effectiveness, improve teacher retention, and promote long-term institutional sustainability.

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