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The Effects of School culture on Organizational Commitment

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Abstract

The purpose of this study is to use some demographic characteristics to shed light on the nature of school culture and how it affects teachers' organizational commitment. The population of the research consists of teachers working in the public-school system in the Division of Bulacan specifically from Guiguinto Municipality from elementary school through junior high school and senior high school in the 2022–2023 academic year. The respondents consist of 15 teachers in School A, 29 teachers in School B, and 56 teachers in School C, for a total of 100 teachers randomly assigned to different levels and schools. In the study, descriptive correlational designs were used to determine and utilize the effects of school culture on organizational commitment. The data collection tool used to determine the level of school culture (independent variable) and organizational commitment (a dependent variable). As a result, the findings of the data collection instrument, which is used in school culture as an independent variable, are consistent across tables 1 to 5. The method employed to measure organizational commitment as a dependent variable, however, differs from table 6 in that the interpretation is in agreement, while tables 7 and 8 are only slightly in agreement.

Keywords: *School culture, Organizational commitment, Teachers, Effects, Head teachers*

Introduction

School is an essential part of society because it honed the youth with the help of the teachers, administration, and other stakeholders. Similar to society as a whole, school culture can also influence its people, whether directly or indirectly. Particularly, such impact can be seen in how deeply these people are committed to the institution to which they belong. School culture is a special part of perceptions, beliefs, and ideas that play a crucial role in increasing the motivation of employees and improving the learning of students (Özdemir, 2012). A strong culture in an organization makes employees passionate and selfless in their work. In addition, organizational culture may affect many employee behaviors. For example, it is expected that, when there is a positive organizational culture, negative organizational behaviors such as isolation and burnout decrease, while job satisfaction, organizational behavior, and organizational commitment are expected to increase. According to researchers, organizational culture has an influence that is based on upholding the core values, making rules clear, and spreading them widely within educational organizations. The more people who accept and uphold the organization's core values, the more committed they are to maintaining the organization's strong organizational culture (Caliskan & Zhu, 2020; Lubis & Hanum, 2019; Ratnasari et al., 2019). Among the benefits that can be derived from an appropriate school culture are enhanced school effectiveness (Lee & Louis, 2019; Rudasill et al., 2018); educational change and innovation programs (Caliskan & Zhu, 2020); and job satisfaction for teachers (Toropova et al., 2020; Munajah et al., 2021). Amid the richness of advantages that can be acquired from organizational culture, the concept itself has no one exact definition. Hence, its components also vary from one point of view to another. Giao et al. (2020) concluded in their research that the six organizational culture components used in their models have different degrees of impact on employee commitment. From highest to lowest degree, they are as follows: innovativeness, teamwork, training and development, reward and recognition, organizational communication, and empowerment. School leaders face the challenge of creating a positive culture so that such advantages can be achieved. Their capacity to manage change has a positive and significant effect on school culture and its sub-dimensions (Demir, 2019). Most importantly, to create a positive school culture so that individual expectations can also be met, principals should increase the commitment of the employees to the institution (Lee & Louis, 2019).

Commitment is someone's personal choice to carry out a specific action to accomplish the set objectives. The following are factors that affect commitment: "1) organizational culture, 2) organizational structure, 3) leadership style and behavior, 4) leadership power and influence, 5) processes and characteristics of the team, 6) personality and cultural values, 7) ability, and as factors that indirectly affect the commitment." (Oupen & Yudana, 2020). Meanwhile, Gumilar & Ratnasari (2020) defined organizational commitment as the value orientation of members of the organization manifested as appreciation and prioritization of both their jobs and the business itself. The organizational commitment of teachers can also result in conduct that promotes educational objectives. Meyer & Allen (1991) developed the "Three Component Model of Commitment," explaining commitment as a psychological state consisting of three different components: affective commitment, continuance commitment, and normative commitment. They defined affective commitment as a deep emotional connection to someone's company and job as he or she finds his or her own values parallel to it. Continuance commitment, on the other hand, is manifested by someone who doesn't leave his or her job because of its greater benefit in terms of money, position, and alliance. The third, normative commitment is described as the discernment of staying in the job as something right despite personal satisfaction. Human resource managers take advantage of this model to help their staff increase their motivation at work and, at the same time, to lead them into the most beneficial form of organizational commitment. Research shows that affective commitment is a significant mediating variable only in a school's collaborative culture and has an impact on teachers' job satisfaction. This is because, aside from the school culture in general, teachers build a smaller culture among their own peers (Meredith et al., 2022). When it comes to normative commitment, male teachers are dominant over female teachers, contrary to having lower means when commitment is measured across all components (Burcu et al., 2018). Overall, a strong emotional bond between teachers and school will

result in a desire to sacrifice for the school (Mailool et al., 2020; Aslamiah, 2019) and be more productive than those who are not committed (Merida-Lopez & Extremera, 2020; Tadesse, 2019). Lastly, employees that have a strong sense of organizational commitment will feel like they belong there, which is crucial for the organization to keep up with change (Kovanci et al., 2020).

According to Yenigürbüz, commitment means you see yourself as part of the organization or the work process. When employees have a higher level of commitment, they are more affected by changes in the organizational process. Change is defined as the transition of a system from a certain state, whether it is planned or unplanned. Organizational change, on the other hand, refers to all kinds of changes that may happen in an employee's behavior, in subsystems in their interrelations, and also in the relations between the organization and its environment (Polat, 2003). Nowadays, some organizations encounter problems while managing the change process, and the problem faced by the organization is resistance to change. Resistance to change is related to the attitude of employees towards change (İnandı et al., 2013).

Various researchers have concluded that school culture contributes greatly to organizational commitment (Kovanci et al., 2020; Chaudry et al., 2020; Wahib & Machfudz, 2023) but is open to change (Kovanci et al., 2020).

(Çimili Gök, 2018). It was found that one of the most important organizational behavior issues associated with organizational commitment might be the intention to cease employment. He suggested that individuals with low organizational commitment have higher intentions to leave the organization. This was also seen in the results of studies carried out by Sabuncuolu (2007), Garcia Cabrera & Garcia Soto (2012), Jung & Kim (2012), and Karsh et al. (2005). Furthermore, Şahin Fırat (2010) asserts that in cases where formal rules are insufficient, a strong organizational culture is necessary for employees to distinguish between right and wrong. On the other hand, McShane and Von Glinow (2016), p. 252, compare organizational culture to companies' DNA. Accordingly, although organizational culture is not a tangible and visible entity, it is the template that shapes and directs many things in the organization. (Çiftçioğlu & Sabuncuoğlu 2013: 91) also support this argument and interpret organizational culture as the basic feature that distinguishes an organization from others, just like DNA. Organizational culture is a framework that determines the internal rules of the organization that employees know and carry out. (Schein 1992), three points draw attention to organizational culture. Firstly, culture is a phenomenon with depth and may be unsuccessful if it is attempted to be guided by thinking superficially. Secondly, the organizational culture is broad enough to include all the values in the organization and their results in the daily flow of the organization. Thirdly, culture must be stable in a way that makes the future predictable; therefore, it is difficult for organizations to change the culture.

The researchers utilized relevant studies and literature about the two variables mentioned that agreed with and those that contradicted the current undertaking. Although there is a variety of research about school culture and organizational commitment individually, there are still insufficient studies correlating the two. Hence, the aim of this research is to determine the effects of school culture on organizational commitment.

Statement of the Problem

The general problem of the study was to determine the effects of school culture on organizational commitment.

Specifically, the study will sought answer the following problems:

1. How may the School culture be described in terms of the following parameters:
 - 1.1. Managing Change;
 - 1.2. Achieving goals;
 - 1.3. Coordinating Teamwork;

- 1.4. Building a Strong Culture; and
 - 1.5. Customer Orientation?
2. What is the Organizational commitment based on the following skills:
 - 2.1. Affective commitment;
 - 2.2. Continuance commitment; and
 - 2.3. Normative commitment?
 3. Does School Culture exerts significant effects on organizational commitment?
 4. Based on the findings of the study, what implications will be drawn?

Methodology

The researchers will apply a descriptive-correlation research methodology to investigate the effect of school culture on the organizational commitment of different elementary, junior high, and senior high school teachers in the Schools Division of Bulacan for the school year 2022-2023. The data collected in the study provided a vivid presentation of school culture (an independent variable) and organizational commitment (a dependent variable). This study utilizes descriptive and correlational research methods to assess the effects of school culture on organizational commitment. A descriptive research design describes given variables using quantitative means or measurements (Mertler et al., 2021). In this research course, experience survey questionnaires are qualified using percentile and weighted mean procedures and interpreted using a set of descriptors. The researcher used a standard questionnaire as the research tool. The independent variable in the study is the school culture, which consists of five (5) areas, namely: managing change, achieving goals, coordinating teamwork, building a strong culture, and customer orientation. The dependent variable is organizational commitment, which has three (3) areas: affective commitment, continuity commitment, and normative commitment.

Respondents

The study's participants were public-school teachers at the elementary, junior high, and senior high levels from Guiguinto Municipality. From a population of 100 public school teachers, 100 teachers were randomly selected using the Raosoft sampling method. There are 15 teachers from School A, 29 teachers from School B, and 56 teachers from School C. Table 1 shows the distribution of respondents from three public schools in the Division of Bulacan.

Table 1: Respondents of the Study

School	N
School A	15
School B	29
School C	56
Total	100

Instrument of the Study

The main instrument is a survey questionnaire. The study adopted standardized survey questionnaires from the Organizational Commitment Scale (Allen and Mayer, 2012) and Organizational/School Culture Assessment Questionnaire (Sashkin and Rosenback, 2013) to collect and gather responses from the respondents. The survey was divided into parts.

The first survey questionnaire for organizational commitment (Allen & Mayer, 2012) is an 18-item questionnaire consisting of three (3) parts, namely: (a) affective commitment; (b) continuance commitment; and (c) normative commitment, which sought to gather responses from the school heads and teachers. This questionnaire is also highly reliable, as shown by the Cronbach's alpha of 0.87. The numerical rating scale is described as follows:

- 5-Strongly Agree
- 4-Agree
- 3-Neutral
- 2-Disagree
- 1-Strongly Disagree

The second part dealt with the Organization/School Culture Assessment Questionnaire (QCAQ) that was developed by Sashkin and Rosenbak (2013). The survey consists of five dimensions, such as (a) managing change, (b) achieving goals, (c) coordinating teamwork, (d) building a strong culture, and (e) customer orientation. The rating scale used for the Organizational/School Culture Assessment Questionnaire (O/SCQQ) was interpreted as follows:

- 5-Strongly Agree
- 4-Agree
- 3-Neutral
- 2-Disagree
- 1-Strongly Disagree

Results and Discussion

The purpose of this study is to determine the effect of school culture on organizational commitment. Hence, the researchers present and discuss the results and findings by describing the school culture and organizational commitment and the possible implications that may be drawn based on the results.

School Culture

School Culture was measured into five (5) dimensions such as (a) managing change, (b) achieving goals, (c) coordinating teamwork (d) building a strong culture, and (e) customer orientation.

Table 1: School culture in terms of Managing Change

Indicators	Mean	Interpretation
1. People are flexible and adaptable when changes are necessary	4.28	Strongly Agree
2. People feel that most change is the result of pressures imposed from higher up in the organization	4.00	Agree
3. People are always looking for new ways to better serve clients and customers	4.43	Strongly Agree
4. People have access to timely and accurate information about what's really happening in the school and why	3.95	Agree
5. People believe that their concerns and anxieties during periods of change are heard and taken into consideration	3.60	Agree
Weighted mean	4.05	Agree

Managing change measures an organization's capacity for managing and adapting to change. Employees can work hard and produce innovations and creativity when they are administered by a supportive culture or manner (Tierney et al., 1999; Chen et al., 2019). The general weighted mean is 4.05, which manifests "agree" in the interpretation. This result is related to the study of Khan & Rashid, 2012 et al., 2019, which found that organizational culture is a set of common fundamental beliefs that the group developed as it dealt with issues of external adaptation and internal integration. Among the indicators, the highest is that people are always looking for new ways to better serve clients and customers, with 4.43 as the mean and "strongly agree" as the interpretation, while the lowest is that people believe that their concerns and anxieties during periods of change are heard and taken into consideration, with a mean of 3.60 and "agree" as the interpretation.

Table 2: School culture in terms of Achieving goals

Indicators	Mean	Interpretation
6. Individuals and teams have clearly defined goals that relate to the goals and mission of the school	4.02	Agree
7. People and teams are often expected to reach goals which they believe are unattainable	3.59	Agree
8. Everyone knows and understands our school objectives and Priorities	4.04	Agree
9. Individuals and teams are measured and rewarded according to how well goals are achieved	3.75	Agree
10. Individuals, teams, and functional areas often have incompatible goals	3.42	Agree
Weighted mean	3.76	Agree

The school culture is one of the factors that can impact school effectiveness (Bhengu & Mthembu, 2014; Duan et al., 2018). In fact, it is considered one of the prerequisites of an effective school. Table 2 measures the organization's effectiveness in achieving goals, the extent to which there are shared goals, and the degree to which these shared goals support improvement. All five of its indicators were interpreted as "agree." This means that everyone is aware of the priorities and objectives necessary to achieve the goals. With the general weighted average of 3.76, it indicates that the individuals and teams promote collaboration and prioritize the objective of the school to achieve the goal where the efforts of each and every one is translated into a positive and good experience for both staff and stakeholders. This relates to the study by Zoma Pervez et al. (2017), which revealed the impact of school culture on students' academic achievement.

Table 3: School culture in terms of Coordinating Teamwork

Indicators	Mean	Interpretation
11. Teams often lack the authority needed to get the job done Effectively	3.39	Slightly Agree
12. People value and make use of one another's unique strengths and different abilities	4.06	Agree
13. People believe in teamwork, the "what's in it for us" approach rather than "what's in it for me."	4.06	Agree
14. People have a clear idea of why and how to proceed throughout the process of change	3.85	Agree

15. People lack the interpersonal and technical skills they need to work effectively in teams.	3.29	Slightly Agree
16. Individuals and teams participate in defining specific goals	4.01	Agree
17. People believe they can influence and affect their work through their ideas and involvement	4.14	Agree
18. People believe in working together collaboratively, preferring cooperation over competition	4.20	Agree
19. Managers at all levels work together as a team to achieve results for the organization	4.02	Agree
Weighted mean	3.89	Agree

Similar to Parsons' integration function, coordinating teamwork measures the extent to which the organization efficiently coordinates the activity of individuals and groups and the extent to which collaboration is present. With the weighted mean of 3.89, which has "agree" as an interpretation. This means that working together collaboratively by participating and considering one's opinion and ideas shows that the organization implies the coordination of the group by having teamwork. People believe in working together collaboratively, preferring cooperation over competition. This is the highest indicator, with a mean of 4.20, which shows "agree," while the lowest is that people lack the interpersonal and technical skills they need to work effectively in teams, with a mean of 3.29, which has "slightly agree" as an interpretation. In relation to the study of Handayani et al., 2020, the organizational culture of the principal at a school needs to be founded on a work culture that is composed, orderly, and capable of utilizing all of its potential. All members of the school community hold the school's organizational culture to be a positive habit that can enhance teacher effectiveness and help the school reach its objectives. Teacher performance can be enhanced by a healthy organizational culture in the classroom.

Table 4: School culture in terms of Building a Strong Culture

Indicators	Mean	Interpretation
20. People sometimes compromise company policies or principles to reach operational goals	3.76	Agree
21. People believe that change happens too quickly and causes too much disruption	3.80	Agree
22. People know what is expected of them and understand their impact on other people, teams, and functions	3.98	Agree
23. School decisions are most often made on the basis of facts, not just perceptions or assumptions	3.87	Agree
24. We constantly stretch our goals to improve continuously	4.20	Agree
25. Everyone strongly believes in a set of shared values about how people should work together to solve common problems and reach mutual objectives	4.22	Strongly Agree
Weighted mean	3.97	Agree

Cultural strength, which is related to Parsons' value characteristic, analyzes the strength of the organization's culture by asking respondents to report on the extent to which individuals agree on its cultural ideals. Table 4 shows the 3.97 weighted mean, which "agree" with improving school culture in terms of building a strong

culture. In details, there is a 4.22 mean of strongly agree that a set of shared values to solve problems and reach objectives is important, and there is a 4.20 mean of agree that constantly stretching goals helps in improving school culture. Moreover, the 3.98 agree that knowing the expectations is good, the 3.87 agree that fact-based decisions are essential, the 3.80 agree that instant change causes disruptions, and the 3.76 agree that flexibility of school policies is possible in building a strong school culture.

Table 5: School culture in terms of Customer Orientation

Indicators	Mean	Interpretation
26. We give the highest priority and support to meeting the needs of clients and customers and to solving their problems	4.22	Strongly Agree
27. Our policies and procedures help us to provide the service our customers want and need	4.21	Strongly Agree
28. People often see customer and client problems as someone else's responsibility	3.49	Agree
29. Employees who do the best job of serving customers are more likely than other employees to be recognized or rewarded	3.98	Agree
30. When customers have problems with the products or service they receive, those problems are almost always resolved to their satisfaction	3.86	Agree
Weighted mean	3.95	Agree

Table 5, Customer Orientation measures how well an organization's actions are geared toward understanding and meeting the needs and goals of its clients and consumers. The weighted mean of 3.95 and interpretation that the respondents agreed in talking and orienting the customers help the school in improving and building the school culture. In details the descriptive value of 4.22 who strongly agree that the respondents give their highest priority and support to meet the needs of the customers to solve their problems, and 4.21 who also strongly agree that the policies and procedures of the school help them to provide the wants and needs of their customers, and 3.49 agree that people often see customer problems as someone else's responsibility, and 3.98 agree that employees who do the best job in serving customers are more likely that other employees to be recognized and lastly 3.86 agree that when a customers have problems with the products or service they receive it is almost resolved to their satisfaction. In addition, strengthening the school culture needs the attitude, behavior, and communication are the primary ingredients to create a customer-friendly environment that welcomes, and serves its stakeholders.

Organizational Commitment

Organization Commitment was measured into three (3) parts namely: (a) affective commitment, (b) continuance commitment and (c) normative commitment.

Table 6: Organizational Commitment in terms of Affective commitment

Indicators	Mean	Interpretation
1. Teaching profession is important to teachers' self-image	3.62	Agree
2. Teachers believe that school image is teachers' image	3.37	Slightly Agree
3. Teachers proud to be in their teaching profession	3.56	Agree

4. Teaching profession is a great deal of personal meaning for teachers	3.58	Agree
5. Teachers are emotionally attached to teaching	3.38	Slightly Agree
6. Teachers encourage each other's to complete the task timely with full dedication and accuracy to increases productivity of school	3.54	Agree
7. Teachers do not mix their feeling, emotions and personal problems in the profession work	3.24	Slightly Agree
8. To deal with the future of the school	3.40	Slightly Agree
9. To perceive the school as the best one among the others	3.34	Slightly Agree
Weighted mean	3.45	Agree

Affective commitment is characterized as an emotional connection, a sense of belonging, and participation in the organization. The degree to which a person is willing to stick with an organization serves as a gauge of their affective commitment. An employee's good feelings for the company have an impact on their affective commitment. Affectively committed members stay with the organization because they expect their personal employment relationships to be consistent with the organization's goals and ideals. The table above showing 3.45 weighted mean which has "Agree" as interpretation. Majority of the participant agree on teaching profession is a great deal of personal meaning for teachers with 3.58 as mean while minority of the participant slightly agree on teachers do not mix their feeling, emotions and personal problems in the profession work with 3.24 lowest mean among the indicators. According to the group of researchers (Meyer & Allen, 1991; Balci, 2003; Meyer, et al., 2006; Khan, et al., 2013), similarly on their studies that Affective Commitment refers to the employees' emotional attachment, identification with, and involvement in the organization.

Table 7: Organizational Commitment in terms of Continuance commitment

Indicators	Mean	Interpretation
10. Changing teaching profession now would be difficult for teachers	2.89	Slightly Agree
11. Too much of teachers' life would be disrupted if teachers were to change their teaching profession now	2.77	Slightly Agree
12. For teachers' personally, the cost of leaving teaching would be far greater than the benefit	3.03	Slightly Agree
13. Teachers would not leave teaching right now because teachers have a sense of obligation to teaching	3.06	Slightly Agree
14. Teachers will not change teaching if teachers offered better working condition and safety in some other sector	3.38	Slightly Agree
Weighted mean	3.03	Slightly Agree

Continuance commitment is described as an organizational commitment dimension connected to situations in which the expense of quitting the organization is high or there are no other options. An individual who is committed to an organization with a long-term commitment feels committed to the organization and his or her work. Table 7 manifested a weighted mean of 3.03 which resulted to "Slightly Agree" as interpretation. To interpret the results above, most of the participants slightly agree on teachers will change teaching if teachers offered better working condition and safety in some other sector showing 3.38 as descriptive value. On the other hand, least of the participant slightly agree on too much of teachers' life would be disrupted if teachers

were to change their teaching profession now which has a descriptive value of 2.77. According to the group of researchers (Meyer & Allen, 1991; Balci, 2003; Meyer, et al., 2006; Khan, et al., 2013), that continuance commitment refers to the employees' assessment of whether the cost of leaving the organization is greater than the cost of staying.

Table 8: Organizational Commitment in terms of Normative commitment

Indicators	Mean	Interpretation
15. Teachers" would feel guilty if they left teaching profession	2.78	Slightly Agree
16.. Teachers are in teaching profession because of they are sense of loyalty to it	3.03	Slightly Agree
17. Teachers" a strong sense of belonging to teaching	3.29	Slightly Agree
18. Teachers dislike those who hamper the image of teaching	3.18	Slightly Agree
Weightly mean	3.07	Slightly Agree

Normative commitment is defined by Meyer and Allen (1997) as "a sense of responsibility to continue working". Employees with normative commitment believe they should continue working with the organization. In terms of the normative aspect, the employees continue to work there because they ought to or because it is the right thing to do. Table 8 shows the weighted mean of 3.07 with the interpretation of "Slightly Agree" about the organizational commitment in terms of normative commitment. The respondents are slightly agree in terms of normative assessment, in which they feel a sense of obligation in their organization even if they are unhappy in their role or even if they want to pursue a bigger and better opportunity for them. It relates to the research article by Aneeq Inam (2021) on enhancing normative commitment and work performance by engaging people at work.

Table 9: Effects of School Culture on Organizational Commitment

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.801	.281		2.849	.005
Managing Change	.114	.096	.145	1.188	.238
Achieving goals	.246	.108	.294	2.267	.026
Coordinating Teamwork	.013	.111	.015	.117	.907
Building a Strong Culture	.072	.128	.087	.560	.577
Customer Orientation	.167	.113	.209	1.473	.144

R = .671
 R-squared = .451
 F-value = 15.420
 p-value = .000
 alpha = 0.05

R is a number between -1 and 1 ($-1 \leq r \leq 1$):

A value of r close to -1: means that there is negative correlation between the variables (when one increases the other decreases and vice versa)

A value of r close to 0: indicates that the 2 variables are not correlated (no linear relationship exists between them)

A value of r close to 1: indicates a positive linear relationship between the 2 variables (when one increases, the other does)

The **R value** of .671 indicates that there is a positive linear relationship between School Culture and Organizational Commitment, this also indicates that when School Culture increases, Organizational Commitment also increases. Moreover, the squared value of .451 indicates a 45.1% variability of the response data around its mean.

F-value, P-Value, Alpha value

The F statistic must be used in combination with the p value when you are deciding if your overall results are significant.

If you have a significant result, it doesn't mean that all your variables are significant. The statistic is just comparing the joint effect of all the variables together.

If the p value is less than the alpha level - Reject the Hypothesis

If the p value is more than the alpha level - Accept the Hypothesis

A common alpha level for tests is 0.05

F-value equal to 15.420 while the **p-value** of .000, which is lower than the **alpha value** of 0.05. This indicates that School Culture bears significant effects on Organizational Commitment when considering the jointed effects of all variables of School Culture.

Unstandardized B Coefficients

Shows the extent to which the variables of Independent variable/s exert effects as predictors on the dependent variable/s.

Interpreting the individual effect of IV on DVs

The B Coefficients of the regression analysis show the extent to which the variables of School Culture exert effects as predictors of Organizational Commitment.

The **B Coefficients** of the regression analysis show the extent to which the variables of School Culture exert effects as predictors of Organizational Commitment. For every unit increase in School Culture, Customer Orientation increases by .167, Building a Strong Culture by .072.

For every unit increase in School Culture, Customer Orientation increases by .167, Building a Strong Culture by .072,...

Standardized Beta Coefficients

A standardized beta coefficient compares the strength of the effect of each individual independent variable to the dependent variable accounts for individual effects of the sub variables of IVs

Comparing the effects of different predictors of IVs on the outcome (DVs)

While combined effects account for a general effect of School Culture on Organizational Commitment, the regression analysis also accounts for individual effects which is shown in the Beta coefficient. It can also be inferred from the data's **Beta Coefficients** that Achieving goals is the best predictor (.294), followed by Customer Orientation (.209).

Relative to the previous studies made, the findings of the study showed that school culture has a big impact on organizational commitment. If there is a strong sense of shared values, purposes, and identities among the organization's members, employee's commitment to the organization may increase. Yet, a toxic or inadequate school culture can undermine team morale, increase turnover, and weaken organizational commitment.

Conclusion

Based on the findings of the study, the following conclusions are as follows:

1. Among the five variables of school culture, managing change has the highest weighted mean with a numerical value of 0.5 and a descriptive value of agree. It can be inferred that a helpful and encouraging school encourages employee engagement, job satisfaction, and organizational commitment, which can be developed with the aid of effective change management. School leaders may contribute to the creation of a more welcoming and supportive atmosphere that benefits the entire school community by taking a proactive approach to managing change in school culture.
2. On the organizational commitment scale, it was found that affective commitment is higher than other dimensions, namely normative and continuance commitment. This situation shows similarity to the studies of Sezgin (2010), Pelit et al. (2007), and Yüceler (2009), which were also mentioned in the study of Gök (2021).
3. As a result of current research findings and a literature review, it is seen that when school culture increases, organizational commitment also increases. A positive school culture contributes positively to the organizational commitment of employees. Also, according to Sezgin (2010), relations between employees in organizations dominated by a support culture are based on trust and are maintained through mutual understanding and loyalty.

In conclusion, organizational commitment can be greatly affected by school culture. Employees commitment to the organization may rise if there is a clear sense of shared values, purpose, and identity among the members of the organization. Yet, a poor or noxious school culture can impede team morale, cause a high turnover rate, and lessen organizational commitment. In order to foster an environment that encourages employee engagement, job satisfaction, and organizational commitment, it is necessary for school leaders to pay attention to the school's culture.

Recommendations

The following recommendations are formulated based on the research findings:

1. It is suggested that the researchers may conduct further research studies focusing on taking a proactive approach to managing change in school culture. Necessary programs and organizational activities must be conducted to improve school culture and teamwork, which are necessary for improving the organizational commitment of the public school teachers in the Division of Bulacan.
2. It is proposed that further research studies may also focus on employee engagement, job satisfaction, work resilience, and other factors that may both influence the school culture and organizational commitment of the teachers.
3. School leaders will also attend and participate in various leadership and human resource related seminars and workshops to acquire necessary skills and knowledge on how to properly handle people and create a supportive and empowering working environment such as the schools or any educational institutions.

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