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How School Culture and Organizational Commitment Shape Teachers' Job Satisfaction

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ABSTRACT

This study examined the relationship between school culture, organizational commitment, and teachers' job satisfaction among 302 basic education teachers in the Department of Education, Marilog District, Division of Davao City, Philippines, during the 2022–2023 academic year. Specifically, it aimed to identify which variables, individually or combined, best predict teachers' job satisfaction. Using a descriptive correlational design, data were analyzed through mean scores, correlation, and multilinear regression analyses. Findings revealed that teachers' experiences with school culture—measured by collaborative leadership, teacher collaboration, professional development, and collegial support—were generally positive. Organizational commitment, assessed through affective, continuance, and normative components, was at a fair level. Significant relationships were found between teachers' job satisfaction and all measured variables. Further, affective commitment, collaborative leadership, normative commitment, continuance commitment, and collegial support significantly predicted job satisfaction, with affective commitment emerging as the strongest predictor. These results underscore the importance of nurturing a supportive school culture and strong organizational commitment to enhance teacher satisfaction.

KEY WORDS: School Culture, Organizational Commitment, Teachers' Job Satisfaction, Collaborative Leadership, Affective Commitment

INTRODUCTION

Teachers are central to the success of educational systems, as their job satisfaction directly influences instructional quality, student engagement, and overall school performance. However, the teaching profession faces persistent challenges that impact teachers' motivation and retention, making it essential to understand the factors that contribute to their job satisfaction. Among these factors, school culture and organizational commitment have been widely

recognized as critical determinants.

Research shows that a positive school culture—characterized by collaborative leadership, professional development, teacher collaboration, and supportive environments—enhances teachers' job satisfaction and effectiveness (Stearns et al., 2015; Rahman et al., 2025). Similarly, organizational commitment, including affective, continuance, and normative dimensions, is strongly linked to teachers' satisfaction and willingness to remain in the profession

(Daneshfard & Ekvaniyan, 2012; Rahman et al., 2025). Studies also reveal that transformational leadership and recognition within school culture foster higher job satisfaction by promoting affiliation and accomplishment (Anderman et al., 1991).

Despite these findings, gaps remain in understanding how these factors interact specifically within the context of basic education teachers in resource-limited or localized settings such as Marilog District, Davao City. Existing literature primarily focuses on general or high school populations, with limited exploration of combined effects of school culture and organizational commitment on job satisfaction in Philippine public schools. Moreover, the dynamic between different components of culture and commitment as predictors of satisfaction requires further empirical investigation.

Addressing these gaps, this study aims to examine the relationship and predictive power of school culture and organizational commitment on teachers' job satisfaction in the Department of Education, Marilog District, for the 2022–2023 academic year. Insights from this research will inform school leaders and policymakers on fostering environments that improve teacher satisfaction and educational outcomes.

STATEMENT OF THE PROBLEM

This study was conducted to assess the relationship of school culture, organizational commitment, and teachers' job satisfaction in the Department of Education, Marilog District, Division of Davao City, Philippines, for the academic year 2022–2023. Specifically, this study aimed to find answers to the following questions:

1. What school culture is experienced by the teachers in terms of the following:
 - a. Collaborative Leadership;
 - b. Teacher Collaboration;
 - c. Professional Development; and
 - d. Collegial Support?
2. What level of organizational commitment do teachers show in the following domains:
 - a. Affective;
 - b. Continuance; and
 - c. Normative?
3. What level of job satisfaction do teachers have in the following aspects:
 - a. Job Security;
 - b. Work Environment; and
 - c. Job Responsibilities?
4. Is there a significant relationship that exists between school culture, organizational commitment, and teachers' job satisfaction?
5. Which variable, singly or in combination, best predicts teachers' job satisfaction?

METHODOLOGY

This presents the methods and procedures of the study. Herein, the research design, the research locale, respondents of the study, research instruments, data gathering procedures, and statistical techniques used in the analysis of data are included.

A. Research Design

The study utilized a descriptive-correlational design to examine the variables of school culture, organizational commitment, and teachers' job satisfaction. The descriptive design was employed to provide a description of these variables, while the correlational method was used to investigate the relationships between school culture, organizational commitment, and teachers' job satisfaction.

Additionally, multiple linear regression analysis was conducted to determine the significant impact of individual or combined variables on teachers' job satisfaction.

B. Research Locale

This study was conducted in the public basic education schools located in Marilog District, Davao City. Marilog District falls within the 3rd Congressional District of Davao City and consists of twelve barangays, namely Baganihan, Bantol, Buda, Dalag, Datu Salumay, Gumitan, Magsaysay, Malamba, Marilog Proper, Salaysay, Suawan, and Tamugan. Geographically, Marilog District is bordered by Davao City to the northeast, Arakan in North Cotabato to the east, and Kitaotao in Bukidnon to the south. The district is situated in an upland region, characterized by vast remote areas primarily utilized for farming. The population in the area is predominantly composed of Visayan people and the Matigsalug indigenous group. The district comprises a total of 40 elementary schools and 29 high schools.

C. Respondents of the Study

The respondents of the study were basic education teachers employed in the Department of Education, Marilog District, Division of Davao City during the academic year 2022–2023. In choosing the respondents of the study, 18 public basic education schools situated near Bukidnon-Davao Road were chosen randomly.

D. Instruments Used

This study employed standardized scales to measure teachers' perceptions of school culture, organizational commitment, and job satisfaction. Survey instruments were adapted from validated questionnaires used in previous studies, with author permissions obtained via email. Prior to data collection, the adapted questionnaires were pilot tested with 30 public school teachers from Sinuda National High School and Tawas Elementary School in Bukidnon, yielding a reliable Cronbach's Alpha of 0.779.

To assess school culture, the study adapted items from Horton (2018), which demonstrated high reliability for its subscales: collaborative leadership (0.91), teacher collaboration (0.83), professional development (0.87), and collegial support (0.80). Organizational commitment was measured using the instrument by Noordin et al. (2010), noted for its established validity in education research contexts.

E. Statistical Analysis

Descriptive statistics (mean, percentage, and standard deviation) were used to assess school culture (collaborative leadership, teacher collaboration, professional development, collegial support), organizational commitment (affective, continuance, normative), and job satisfaction (job security, work environment, job responsibilities). Pearson product-moment correlation analyzed relationships among these variables, while multilinear regression identified which factors individually or jointly best predict teachers' job satisfaction.

RESULTS AND DISCUSSIONS

TEACHERS' SCHOOL CULTURE

Table 1 presents the summary of the level of school culture experienced by the teachers in terms of collaborative leadership, teacher collaboration, professional development, and collegial support. School culture, as experienced by the teachers has an average mean value of 3.42 and interpreted as good level.

Table 1. Mean Scores for teachers' school culture

SUB-VARIABLES	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
PROFESSIONAL DEVELOPMENT	3.49	Agree	Good
COLLABORATIVE LEADERSHIP	3.46	Agree	Good
COLLEGIAL SUPPORT	3.37	Agree	Good
TEACHER COLLABORATION	3.34	Agree	Good
AVERAGE	3.42	Agree	Good

Legend:

Range	Descriptive Rating	Qualitative Interpretation
3.50-4.00	Strongly Agree	High Level of Organizational Commitment
2.50-3.49	Agree	Fair Level of Organizational Commitment
1.50-2.49	Disagree	Low Level of Organizational Commitment
1.00-1.49	Strongly Disagree	Poor Level of Organizational Commitment

Among organizational commitment sub-variables, affective commitment ranked highest with a mean of 3.12, followed by continuance commitment (2.97) and normative commitment (2.89), all reflecting a fair level. The overall organizational commitment average was 3.02, indicating a fair commitment level. The prominence of affective commitment suggests teachers feel an emotional attachment and loyalty to their organization, motivating them to stay willingly. Cultivating such emotional bonds can boost

job satisfaction, retention, and performance. Supporting this, Orlando et al. (2019) found affective commitment to be the strongest predictor of positive work behaviors compared to other commitment forms. Employees with high affective commitment align with organizational values and are more likely to exhibit positive organizational citizenship behaviors (Nguyen et al., 2020).

TEACHERS' JOB SATISFACTION

Table 3 presents the summary of teachers' level of job satisfaction in terms of job security, work environment, and job responsibilities. Teachers' level of job satisfaction has an average mean value of 3.17 and interpreted as fair level.

Table 3. Summary of teachers' job satisfaction

SUB-VARIABLES	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
WORK ENVIRONMENT	3.24	Satisfied	Fair
JOB RESPONSIBILITIES	3.19	Satisfied	Fair
JOB SECURITY	3.06	Satisfied	Fair
AVERAGE	3.17	Satisfied	Fair

Legend:

Range	Descriptive Rating	Qualitative Interpretation
3.50-4.00	Very Satisfied	High Level of Job Satisfaction
2.50-3.49	Satisfied	Fair Level of Job Satisfaction
1.50-2.49	Dissatisfied	Low Level of Job Satisfaction
1.00-1.49	Very Dissatisfied	Poor Level of Job Satisfaction

Among job satisfaction sub-variables, work environment scored highest with a mean of 3.24, followed by job responsibilities (3.19) and job security (3.06), all at a fair level. The emphasis on work environment highlights the importance of positive conditions and relationships at work in enhancing job satisfaction. Creating a supportive and pleasant work atmosphere can boost employee engagement, satisfaction, and performance. Masoom (2021) found

that good relations with the principal significantly contribute to a positive school environment, while Nakpodia (2011) emphasized that friendliness and cooperation increase teachers' happiness and job satisfaction. Overall, a positive work environment strongly influences employee satisfaction and productivity.

A CORRELATION OF TEACHERS' SCHOOL CULTURE AND ORGANIZATIONAL COMMITMENT TO JOB SATISFACTION

Table 4 reveals the relationship of teachers' job satisfaction with school culture and organizational commitment.

Table 4. Correlation of teachers' school culture and organizational commitment to job satisfaction

VARIABLES	R-VALUE	PROBABILITY
School Culture	.464**	.000
Collaborative Leadership	.431**	.000
Teacher Collaboration	.381**	.000
Professional Development	.368**	.000
Collegial Support	.359**	.000
Organizational Commitment	.578**	.000
Affective Commitment	.532**	.000
Continuance Commitment	.318**	.000
Normative Commitment	.422**	.000

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

All sub-variables of school culture—collaborative leadership ($r = 0.431$), teacher collaboration (0.381), professional development (0.368), and collegial support (0.359)—showed positive, significant correlations with teachers' job satisfaction ($p = 0.000$). Similarly, organizational commitment sub-variables—ffective (0.532), continuance (0.318), and normative commitment (0.422)—also positively correlated with job satisfaction. These results indicate that increases in these factors are associated with higher teacher satisfaction, leading to the rejection of the null hypothesis that no relationship exists.

These findings align with previous studies emphasizing the importance of a supportive school culture and strong organizational commitment in enhancing job satisfaction. Estrada and Agustin (2020) and Guo and Lee (2018) highlighted that collaborative,

supportive environments boost teacher satisfaction and school effectiveness. DiPaola and Hoy (2014) similarly found that cultures promoting collaboration and professional growth increase teacher satisfaction. Local studies by Huelgas, Sabillo, and Reyes (2012), Dario (2018), and Cruz and Amores (2019) further support positive links between organizational commitment and job satisfaction among Filipino public school teachers, particularly emphasizing the role of emotional connection, obligation, and value alignment in fostering satisfaction.

LINEAR REGRESSION RESULTS OF JOB SATISFACTION

Table 5 presents the linear regression of variables that best predict teachers' job satisfaction. Herewith, the extent on how school culture and organizational commitment are numerically related to teachers' job satisfaction are described.

Table 5. Multilinear regression results of job satisfaction

Predictor Variables	Unstandardized Coefficient	Std. Error	Standardized Coefficient Beta	T-Value	Probability
(Constant)	.786	.179		4.385	.000
Affective Commitment	.256	.040	.331	6.321	.000
Continuance Commitment	.129	.043	.148	3.020	.003
Normative Commitment	.133	.046	.154	2.901	.004
Collaborative Leadership	.157	.047	.186	3.348	.001
Collegial Support	.081	.041	.106	1.973	.049

$R = 0.637$ $R^2 = 0.406$ $F = 40.520$ $Probability = .000$

a. Dependent Variable: Teachers' Job Satisfaction

The study identified five significant predictors of teachers' job satisfaction, with affective commitment having the strongest impact ($Beta = 0.331$). This indicates that an increase in teachers' emotional attachment to their organization leads to higher job satisfaction. Following affective commitment, collaborative leadership ($Beta = 0.186$), continuance commitment (0.148), normative commitment (0.154), and collegial support (0.106) also significantly predict satisfaction. These findings align with previous research by Li and Li (2020) and Kim and Lee (2019), which emphasize affective commitment as the primary driver of job satisfaction. The study also supports the role of collaborative leadership as a key factor, consistent with Lee and Cho (2017) and Yu and Jiao (2020), who linked it to greater job satisfaction and teacher retention. Overall, fostering affective commitment and collaborative leadership are crucial for enhancing teachers' job satisfaction.

CONCLUSION

Based on the study's findings, the following conclusions are drawn:

Teachers generally perceive their school culture positively, with professional development as the most valued aspect, followed by collaborative leadership, collegial support, and teacher collaboration.

Teachers show a fair level of organizational commitment, led by affective commitment, then continuance and normative commitment.

Job satisfaction among teachers is rated fair, with work environment scoring highest, followed by job responsibilities and job security.

Both school culture (including collaborative leadership, teacher collaboration, professional development, and collegial support) and organizational commitment (affective, continuance, and normative) significantly relate to job satisfaction.

Of all predictors, affective commitment has the strongest influence

on teachers' job satisfaction, followed by collaborative leadership, normative commitment, continuance commitment, and collegial support.

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