

Original Article

## **Conveying Outcome of School Culture in Relation to Job Commitment and Satisfaction of Teachers in Public Elementary Schools**

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### **Abstract**

Teacher retention relies on sustained commitment and satisfaction. This study investigated how job commitment relates to job satisfaction and the mediating role of school culture among 205 public elementary teachers in Caraga North District, Davao Oriental. Using a quantitative correlational design, the study found that teachers reported high levels of job commitment and satisfaction, with school culture rated very high. Correlation analysis confirmed significant positive relationships among all variables. Mediation analysis revealed that school culture partially mediates the relationship between job commitment and job satisfaction. This indicates that while commitment directly predicts satisfaction, it also operates indirectly by strengthening school culture. Consequently, the findings suggest that school administrators should prioritize fostering a collaborative culture to effectively translate teacher commitment into long-term job satisfaction.

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### **1. Introduction**

Teacher job satisfaction and commitment remain the central concerns for school systems because they influence instructional quality, professional stability, and workforce continuity. Across many contexts, teacher shortages and turnover pressures rise when schools fail to sustain supportive working conditions, meaningful professional relationships, and credible pathways for growth. Evidence from syntheses links low job satisfaction to stronger intentions to leave and higher attrition risk, which

can destabilize schools and undermine learning continuity (Madigan & Kim, 2021; Gundlach et al., 2024).

Job satisfaction in teaching reflects both affective evaluations of work and judgments about whether the profession offers fair rewards, manageable demands, and a sense of purpose. Research highlights the role of working conditions such as workload, role clarity, leadership support, and relational trust in shaping satisfaction among teachers (Toropova et al., 2021; Skaalvik & Skaalvik, 2017). When these conditions weaken, teachers often report emotional strain and reduced confidence, which can erode satisfaction even when instructional competence remains strong (Burić & Kim, 2021).

Teacher job commitment reflects the degree to which teachers identify with their work roles and invest effort in school goals. Commitment supports persistence under challenge and strengthens the likelihood that teachers remain engaged with students, collaborate with colleagues, and uphold professional standards. Studies that examine commitment in school settings often emphasize the role of organizational and relational factors, including communication quality and workplace trust (Cheng, 2018).

School culture provides a plausible bridge that connects commitment to satisfaction. Culture reflects shared norms and expectations that shape collaboration, collegial support, and professional efficacy within the school. When teachers experience high levels of collaboration and collegiality, they tend to report higher satisfaction and stronger professional attachment (Reeves et al., 2017; Christensen & Jerrim, 2025). Recent work also suggests that school culture can shape work attitudes by strengthening teacher self-efficacy and psychological capital, which reinforces motivation and positive affect at work (Boudouaia et al., 2024; Fang et al., 2023).

The present study draws on a social psychological view that attitudes and perceived workplace norms shape work related intentions and behavior. The theory of planned behavior supports the idea that beliefs and normative climates influence how individuals sustain intentions and effort in complex settings (Ajzen, 1991). Applied to schools, this view suggests that culture can reinforce or weaken the pathway from teacher commitment to job satisfaction through daily interaction, shared routines, and perceived support.

Empirical work increasingly supports mediation models in educational organizations, where organizational climates transmit the effects of individual dispositions to work outcomes. Studies show that school climate and cultural features associate with satisfaction and with related outcomes such as wellbeing, efficacy, and teacher motivation (Shoshani & Eldor, 2016; Fang et al., 2023). However, mediation evidence remains limited in many local public school contexts, including district settings where resource constraints and community conditions can shape school culture in distinct ways.

This study examined the association between teacher job commitment and job satisfaction and tested whether school culture mediates that relationship among public elementary teachers. The analysis addressed whether teachers with stronger

commitment report higher satisfaction and whether stronger school culture explains part of that association. By clarifying these pathways, the study aims to inform district efforts that target culture building as a lever for teacher wellbeing and stability.

## **2. Methodology**

This study used a quantitative correlational design to examine relationships among teacher job commitment, school culture, and job satisfaction in public elementary schools. The setting comprised public elementary schools in the Caraga North District, Division of Davao Oriental, Philippines. A total of 205 public elementary teachers participated. The sampling frame consisted of teachers assigned to the district, and participation relied on distribution of survey forms through school channels with voluntary consent.

Data were collected through a structured questionnaire composed of 35 items measured on a five-point Likert scale, with higher scores indicating stronger endorsement of the statement. The instrument assessed job commitment across four domains, commitment to school, commitment to students, commitment to teaching, and commitment to the profession. Job satisfaction was assessed through items that reflected contentment, perceptions of the working environment, and fulfillment from work. School culture was assessed through professional collaboration, affiliative collegiality, self-determination and efficacy, and learning partnership. Content validation relied on expert review to support alignment of items with the intended constructs and clarity of wording.

A pilot test with 30 teachers evaluated internal consistency reliability before full administration. The overall scale showed excellent reliability with Cronbach's alpha of 0.982 for 35 items, and a reported 15 item subset showed alpha of 0.973. These results supported the use of the instrument for full data collection.

After data collection, item responses were encoded and screened for completeness. Descriptive statistics summarized each construct through means and standard deviations. Pearson product moment correlation tested bivariate associations among the variables. To test mediation, a path model was estimated with job commitment as the predictor, school culture as the mediator, and job satisfaction as the outcome. Indirect effects were evaluated through mediation procedures that estimate confidence intervals for the product of coefficients (Preacher & Hayes, 2008). All statistical tests used a significance threshold of  $p < .05$ .

## **3. Results**

Overall, teachers reported high job commitment ( $M = 4.16$ ,  $SD = 0.44$ ) (Table 1). Commitment to students had the highest mean ( $M = 4.48$ ,  $SD = 0.46$ ), followed by commitment to teaching ( $M = 4.30$ ,  $SD = 0.49$ ). Commitment to school and commitment to the profession were rated high.

**Table 1.** Descriptive statistics for job commitment dimensions (N = 205).

Dimension	Mean	SD	Descriptive level
Commitment to School	3.88	0.43	High
Commitment to Students	4.48	0.46	Very High
Commitment to Teaching	4.30	0.49	Very High
Commitment to the Profession	3.95	0.47	High
Overall	4.16	0.44	High

Note. Scale range: 1 to 5. Higher scores indicate higher job commitment.

Job satisfaction was rated high overall (M = 3.77, SD = 0.47) (Table 2). Working environment (M = 3.91, SD = 0.45) and contentment (M = 3.85, SD = 0.53) were rated high. Fulfillment also rated high but showed the lowest mean (M = 3.55, SD = 0.59).

**Table 2.** Descriptive statistics for job satisfaction dimensions (N = 205).

Dimension	Mean	SD	Descriptive level
Contentment	3.85	0.53	High
Working environment	3.91	0.45	High
Fulfillment	3.55	0.59	High
Overall	3.77	0.47	High

Note. Scale range: 1 to 5. Higher scores indicate higher job satisfaction.

School culture was rated very high overall (M = 4.24, SD = 0.47) (Table 3). Learning partnership (M = 4.33, SD = 0.54) and affiliative collegiality (M = 4.30, SD = 0.57) were very high, while professional collaboration (M = 4.19, SD = 0.50) and self-determination and efficacy (M = 4.15, SD = 0.52) were high.

**Table 3.** Descriptive statistics for school culture dimensions (N = 205).

Dimension	Mean	SD	Descriptive level
Professional collaboration	4.19	0.50	High
Affiliative collegiality	4.30	0.57	Very High
Self determination and efficacy	4.15	0.52	High
Learning partnership	4.33	0.54	Very High
Overall	4.24	0.47	Very High

Note. Scale range: 1 to 5. Higher scores indicate stronger school culture.

Pearson correlations showed positive and statistically significant associations among the variables (Table 4). Job commitment correlated with job satisfaction ( $r = 0.678, p < .001$ ). School culture correlated with job satisfaction ( $r = 0.740, p < .001$ ) and with job commitment ( $r = 0.567, p < .001$ ).

**Table 4.** Pearson correlations among study variables (N = 205).

Variable	1	2	3
1. Job commitment	1.000		
2. Job satisfaction	0.678***	1.000	
3. School culture	0.567***	0.740***	1.000

Note. \*\*\*  $p < .001$ .

The mediation model indicated that job commitment predicted school culture (estimate = 0.852,  $p < .001$ ). Job commitment predicted job satisfaction directly (estimate = 0.916,  $p < .001$ ), and school culture also predicted job satisfaction (estimate = 0.420,  $p < .001$ ). The indirect effect of job commitment on job satisfaction through school culture was significant (estimate = 0.358, 95% CI [0.211, 0.501]). The direct effect remained significant, which indicates partial mediation.

**Table 5.** Mediation model estimates with school culture as mediator.

Effect	Estimate	SE	z	p	95% CI
Job commitment → School culture	0.852	0.060	14.162	< .001	[0.729, 0.963]
Job commitment → Job satisfaction (direct)	0.916	0.054	16.976	< .001	[0.811, 1.022]
School culture → Job satisfaction	0.420	0.066	6.379	< .001	[0.290, 0.544]
Indirect effect (commitment → culture → satisfaction)	0.358	0.074	4.800	< .001	[0.211, 0.501]
Total effect (commitment → satisfaction)	1.274	0.061	20.751	< .001	[1.155, 1.387]

#### 4. Discussion

This study shows that public elementary teachers reported high job commitment and high job satisfaction, alongside a very high level of school culture. This pattern aligns with evidence that links supportive working conditions and strong professional relationships with teacher wellbeing and positive work attitudes (Toropova et al., 2021; Skaalvik & Skaalvik, 2017). High ratings for learning partnership and affiliative collegiality suggest that teachers perceive strong relational support and shared responsibility in their schools, which prior studies link to more stable professional experiences (Reeves et al., 2017; Christensen & Jerrim, 2025).

The positive association between job commitment and job satisfaction supports a view that commitment and satisfaction reinforce one another in school settings. When teachers identify strongly with their role, they often invest effort and persist, which can strengthen feelings of mastery and professional meaning. Satisfaction can then support commitment by sustaining positive affect and reducing withdrawal

intentions. Meta analytic evidence indicates that job satisfaction links to intentions to leave and to attrition behavior, which makes satisfaction a practical marker for workforce stability (Madigan & Kim, 2021; Gundlach et al., 2024).

Results also show that school culture relates strongly to job satisfaction, and the mediation model indicates that school culture explains part of the pathway from commitment to satisfaction. This finding aligns with research that treats culture and climate as organizational mechanisms that translate personal motivation into daily work experiences. For example, studies show that positive school climates support job satisfaction through psychological resources such as psychological capital and through perceived support (Fang et al., 2023). Culture can also support wellbeing by shaping how colleagues respond to stress, how recognition occurs, and how professional voice is treated (Shoshani & Eldor, 2016).

The mediation result also fits a social psychological perspective where beliefs and normative climates influence attitudes and sustained effort. The theory of planned behavior proposes that perceived norms and perceived control shape intentions and behavior (Ajzen, 1991). A strong school culture can strengthen perceived control through clear expectations, shared routines, and accessible collegial support. These features may help committed teachers maintain satisfaction even when job demands rise.

The pattern of effects suggests two practical implications. First, job commitment remains a strong direct predictor of job satisfaction, which implies that professional identity and commitment to students may protect satisfaction. Second, culture provides an additional pathway, which implies that schools can amplify the benefits of commitment by strengthening collaboration, collegial trust, and shared learning routines. Research in multiple contexts shows that collaboration predicts satisfaction and can support better instructional coordination (Reeves et al., 2017; Christensen & Jerrim, 2025).

School culture can also operate through leadership and communication practices. Evidence suggests that transformational leadership and communication quality contribute to teacher trust and commitment, which can improve the tone and stability of school relationships (Cheng, 2018). Meta analytic work also indicates that leadership style has consistent associations with teacher satisfaction, which supports the view that culture and leadership mutually reinforce each other (Shi et al., 2024). Within this frame, the high culture ratings in the present study may reflect coherent leadership routines and stable professional norms that support teacher satisfaction.

Methodologically, the study offers district level evidence that culture can function as a mediator in models of teacher work attitudes. The mediation approach aligns with established statistical guidance for testing indirect effects through confidence intervals and resampling logic (Preacher & Hayes, 2008). Still, the cross-sectional design limits causal inference. Future studies can use longitudinal data to test whether culture changes precede changes in satisfaction and whether culture strengthening efforts yield sustained benefits.

Despite these limits, the findings suggest clear actions for school leaders and district managers. If districts aim to sustain teacher satisfaction, they can pair supports that strengthen professional commitment with school level strategies that cultivate collegial, collaborative, and partnership-oriented cultures. Structured collaboration time, peer mentoring, transparent decision processes, and routines that support teacher voice may strengthen culture domains that relate most strongly to satisfaction. Such approaches align with evidence that supportive climates and stable work conditions relate to stronger satisfaction and lower turnover pressure (Toropova et al., 2021; Gundlach et al., 2024).

## 5. Conclusion

Teachers in the study reported high job commitment and high job satisfaction, with a very high level of school culture. Job commitment and school culture both showed positive associations with job satisfaction. Mediation analysis indicates that school culture partially mediates the relationship between job commitment and job satisfaction. Results suggest that culture strengthening efforts that support collaboration, collegiality, efficacy, and learning partnership may help districts sustain teacher satisfaction by translating commitment into supportive daily work experiences.

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## Conflict of Interest Statement

The authors declare no conflict of interest.

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