Employee Commitment as Influenced by Organizational Culture, Policies, and Practices of Public School Teachers in Davao Region, Philippines: A Focus on Primary and Secondary Levels

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ABSTRACT

This research investigated the relationship between organizational culture, policies, and practices and the commitment levels of primary and secondary public-school teachers in Davao del Norte and Davao City, Philippines. Utilizing a descriptive correlational design and three adopted questionnaires, the study analyzed data from 152 participants through statistical tools such as mean, Pearson r, standard deviation, and regression analysis. Results indicated a high level of organizational culture, emphasizing efficient change management, goal achievement, teamwork, customer orientation, and cultural strength. Similarly, teachers reported high scores for organizational policies and practices, encompassing safety, ergonomics, disability management, and a people-oriented climate. Teacher commitment, including affective commitment, continuance, and normative commitment, was observed at a high level. The study revealed a significant influence of both organizational culture and policies and practices on teacher commitment. Recommendations included acknowledging the role of organizational factors in shaping teacher commitment and implementing programs to enhance organizational culture, policies, and practices for fostering increased commitment levels.

Keywords: Organizational Culture Impact, Teacher Commitment Factors, Public School Policies, Educational Environment Influence, Philippine Teacher Engagement.

INTRODUCTION

Public school teachers play a pivotal role in shaping students' academic success, yet their commitment to the profession faces multifaceted challenges globally. Studies highlight pervasive issues impacting teacher commitment, such as job dissatisfaction leading to reduced productivity (Amor, 2021) and a moderate commitment level to the organization, profession, and career (Decano & Vallejo, 2019). In the Philippines, teachers grapple with heavy workloads and non-teaching responsibilities, hindering their ability to provide effective instruction (David et al., 2019). Similar concerns echo worldwide, with the United States facing teacher burnout and potential shortages due to heightened stress levels (Zamaro, 2021), India experiencing a shortage of over a million teachers (Ali, 2021), and Australia witnessing early career educators contemplating leaving due to excessive workloads and low pay (Uibu & Goloubeva, 2023). In the Davao region, as articulated by Almagro (2023), teachers are deemed the most crucial group of professionals for the nation's future, making it all the more perplexing that dissatisfaction and suboptimal job performance persist among educators. These global, national, and local challenges underscore the urgency of understanding and addressing factors influencing teacher commitment for the betterment of education.

Despite numerous studies on organizational culture's impact on commitment, there is a research gap specific to public school teachers, who navigate a distinctive set of challenges encompassing classroom management, student engagement, and administrative duties. This study, titled "Employee Commitment as Influenced by Organizational Culture, Policies, and Practices of Public School Teachers," seeks to bridge this gap by exploring the unique interplay of these variables on teacher commitment. Against the backdrop of a rapidly evolving educational landscape marked by technological advancements, the study aims to unravel the dynamics shaping teachers' commitment levels. The findings, intended to inform public educational institutions, hold the potential to guide practice and policy formulation, thereby fostering teacher commitment and ultimately enhancing student outcomes in the contemporary teaching-learning environment. To be specific, the study seeks to:

1. What is the level of Teachers' Organizational Culture in terms of;

1.1 Managing Change;

1.2 Achieving Goals;

1.3 Coordinated Teamwork

1.4 Customer Orientation; and

1.5 Cultural Strength?

2. What is the level of Teachers' Organizational Polices, and Practices in terms of;

2.1 Safety practices;

2.2 Ergonomic Practices;

2.3 Disability management; and

2.4 People oriented climate?

3. What is the level of Teachers' Commitment?

3.1 Affective Commitment;

3.2 Continuance Commitment; and

3.3 Normative Commitment?

4. Is there a significant relationship between:

4.1 Organizational Culture and Teachers' Commitment?

4.2 Organizational Polices, and Practices and Teachers' Commitment?

5. Do Perceived Organizational Culture and Organizational Polices, and Practices significantly influence the Teachers' Commitment?

This study has two hypotheses, as follows:

H_{01}: There is no significant relationship between teachers' organizational culture, policies and practices towards teachers' commitment.

H_{02}: Teachers' organizational culture, policies and practices do not influence teachers' commitment.

THEORETICAL FRAMEWORK

The research is underpinned by the Organizational Commitment Theory proposed by Meyer and Allen (1991), emphasizing the intricate relationship between employee commitment and corporate culture. According to this theory, organizational culture, encompassing shared values, beliefs, and practices, plays a pivotal role in shaping employees' attitudes and behaviors, particularly their dedication to the organization. A positive and supportive workplace culture cultivates a sense of belonging, ultimately bolstering employee commitment, while a hostile or unwelcoming culture may lead to diminished dedication. Complementing this framework is the Organizational Policies and Practices Theory articulated by Chiemeke (2018), which asserts that organizational policies significantly shape employee commitment. Policies that acknowledge and reward employee contributions tend to enhance commitment, whereas unethical managerial practices can have the opposite effect. Thus, the effectiveness of organizational commitment is contingent on policies that recognize and foster employee engagement in their work life.

Conversely, picture 1 (one) depicts the conceptual paradigm of the study. Organizational culture is the first independent variable in this study. It includes customer orientation, goal achievement, coordinated cooperation, change management, and cultural strength. Organizational policies and practices, including people-oriented climate, disability management, ergonomics, safety, and people-oriented practices, are the second independent variable. Employee commitment is the study's dependent variable. with affective commitment, continuance commitment and normative commitment.
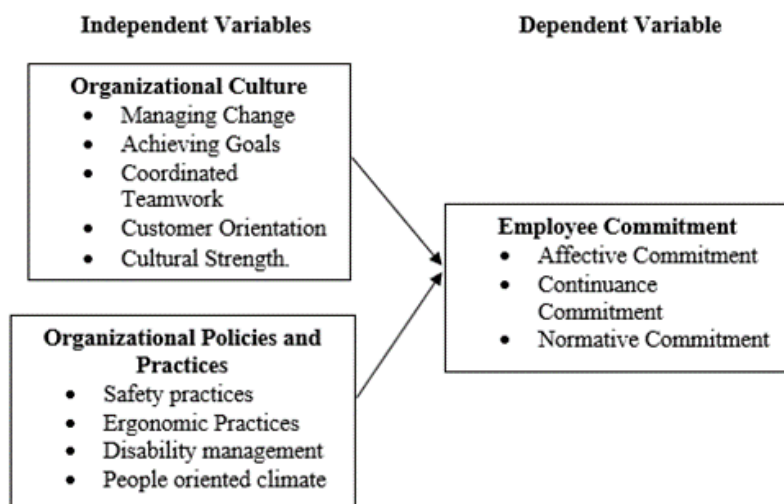
METHODOLOGY

Research Design

The study utilized a research design that incorporated both descriptive quantitative and correlational methodologies to comprehensively examine the intricacies of organizational culture, policies, practices, and their impact on teacher commitment. The descriptive quantitative approach was employed to systematically delineate the organizational culture, rules, and procedures within public schools. Surveys were administered to teachers, capturing their experiences and perceptions in these domains (Mccombes, 2023). Change this into a more appropriate word Additionally, a correlational study design was implemented to scrutinize the connections between the identified factors and teacher commitment. This phase involved observing and measuring variables without manipulation, elucidating the strength and direction of relationships between organizational elements and commitment.

Participants of the Study

The primary focus of the study centered on teachers in three public schools in Davao del Norte and Davao City, comprising a total of 250 teachers. Employing a stratified sampling technique, the study ensured representation from each school: 100 teachers from School A, 100 from School B, and 50 from School C. The final sample size was determined using a qualtrics online sample size calculator, accounting for a 95% confidence level and a 5% margin of error. Accordingly, the optimal sample sizes were identified as 61 teachers from School A, 61 from School B, and 30 from School C, totaling 152 teachers. This approach aimed to provide a comprehensive representation of the diverse teaching experiences within the identified schools.

Statistical Treatments

The statistical tools Mean, Standard Deviation, Pearson r, and Multiple Regression Analysis were used to analyze and interpret the study's results.

1. Mean. This is a value that sums up a set of integers and is sometimes called the arithmetic mean. This tool was used in this study to specifically answer research questions 1, 2, and 3.
2. Standard Deviation. The dispersion of a dataset from its mean is expressed by a standard deviation. The degree to which the scores were dispersed or near the mean was assessed using this statistical method. This data was required in order to address questions 1, 2, and 3.
3. Pearson r. The most often used correlation metric is Pearson product-moment correlation, also referred to as Pearson r. This was applied in order to address the 4.1 and 4.2 research questions.
4. Multiple Regression Analysis. The compilation of statistical data used in regression analysis methods for assessing the relationships between one or more independent variables and an auxiliary variable. Additionally, this method was utilized to address five research questions in this quantitative study.

Data Collection Procedures

The necessary data was gathered in a systematic procedure, which involved the following. In gathering the data, the researcher will followede steps.

1. Seeking permission to conduct the study. To conduct the study, the researcher requested authorization. The research adviser primarily provided a letter of recommendation to the researchers. The researcher then sent a letter requesting permission to carry out the study to the Division Superintendent of Davao del Norte and Davao City.
2. General orientation and seeking of consent from research respondents. The researcher obtained approval and support before beginning the study from the school principals, the superintendent of the division of schools, and the research adviser. The ethical principles of beneficence, justice, and respect for individuals served as foundational guidelines for the study's conduct. Emphasizing the utmost importance was the commitment to safeguarding data privacy, a critical aspect within the specific context of the research. Respondents were asked for their informed consent prior to the start of data collection. Every document bore an electronic signature, a scanned signature, or some other manner of demonstrating willing involvement. After that, Google Forms were used to collect data online for quantitative research. Furthermore, the researcher oversaw all communication and directed the administration of the survey.
3. Administration and retrieval of the questionnaire. The study was anticipated to start in November and end in December of 2023. The gatekeeper underwent thorough training on ethical considerations related to data collection provided by the researcher before the survey questionnaire was disseminated. Additionally, the researcher ensured that the gatekeeper willingly signed a

confidentiality contract. To acquaint participants with the research, the researcher offered a virtual introduction, accommodating those unable to attend in person by providing study details over the phone or through Messenger video chat. In cases where a respondent or participant couldn't attend the orientation, the researcher diligently identified replacements. Timely retrieval of the completed data questionnaires was ensured.

Moving on to data management, the researcher meticulously checked, collated, and processed the raw scores of respondents. This involved compiling and validating the information in an Excel file, subsequently utilized by the statistician for data analysis. The researcher then conducted a thorough analysis of the data in alignment with the study's findings, leading to a comprehensive discussion.

Research Instrument

This study utilized four meticulously crafted research instruments, three of which underwent modifications tailored to seamlessly align with the study's overarching objectives. The selection and fine-tuning of these instruments were carried out with precision to ensure their efficacy in capturing relevant data. Validation of these research instruments was conducted through a rigorous process involving expert panel members who provided their valuable insights. Furthermore, the internal consistency of the items was evaluated using the Cronbach alpha coefficient, a statistical measure employed to gauge the reliability and coherence of the items within each instrument. This comprehensive approach underscores the methodological rigor employed in this study, affirming the reliability and validity of the research instruments employed for data collection.

Organizational Culture Assessment Questionnaire. The OCAQ has been found to be a reliable instrument to measure organizational culture of teachers and it is based on the work of Dr. Talcott Parsons, a sociologist at Harvard (Sashkin & Rosenbach, 1990). For reliability, the following are the Cronbach alpha values of each variable of the questionnaire: Managing Change = 0.773, Achieving Goals = 0.859, Coordinated Teamwork = .850 Customer Orientation = 0.777 and Cultural Strength = 0.758 which indicated strong reliability.

Organizational Policies and Practices Questionnaire. The OPPQ has been found to be a reliable instrument to measure organizational policies and practices of teachers (Tang, MacDermid, Amick III, & Beaton, 2011). For reliability, the following are the Cronbach alpha values of each variable of the questionnaire: Safety practices = 0.648, Ergonomic Practices = 0.772, Disability management = 0.919 and People oriented climate = 0.687 which indicated strong reliability.

Three Component Model Employee Commitment Survey. This questionnaire in its original form consists of three factors comprising 18 items in total. For reliability, the following are the Cronbach alpha values of each variable of the questionnaire: Affective Commitment = 0.775, Continuance Commitment = 0.801 and Normative Commitment = 0.841 which indicated strong reliability.

TABLE I

SCALE FOR ORGANIZATIONAL CULTURE

Parameter Limits	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This indicates that teacher's organizational culture is very much observed.
3.40 – 4.19	High	This indicates teachers' organizational culture is much observed.

2.60 – 3.39	Moderate	This indicates teachers' organizational culture is moderately observed.
1.80 – 2.59	Low	This indicates teachers' organizational culture is less observed.
1.00 – 1.79	Very Low	This indicates teachers' organizational culture is least observed.

TABLE II

SCALE FOR ORGANIZATIONAL POLICIES AND PRACTICES

Parameter Limits	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that organizational commitment of teachers is very much evident.
3.40 – 4.19	High	This means that organizational commitment of teachers is much evident.
2.60 – 3.39	Moderate	This means that organizational commitment of teachers is moderately evident.
1.80 – 2.59	Low	This means that organizational commitment of teachers is less evident.
1.00 – 1.79	Very Low	This means that organizational commitment of teachers is least evident.

TABLE III

SCALE FOR EMPLOYEE COMMITMENT

Parameter Limits	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This means that teacher's commitment on work is very much manifested.
3.40 – 4.19	High	This means that teacher's commitment on work is much manifested.
2.60 – 3.39	Moderate	This means that teacher's commitment on work is moderately evident.
1.80 – 2.59	Low	This means that teacher's commitment on work is less manifested.
1.00 – 1.79	Very Low	This means teachers commitment on work is least manifested

RESULTS AND DISCUSSION

This chapter presents the results and discussions of the study. In particular, this shows the data in tables and its corresponding descriptive interpretations.

Summary on the level of Organizational Culture of Teachers

Table 4 summarizes the level of Organizational Culture of teachers. Among the five indicators, Customer Orientation got the highest mean of 4.46 with a descriptive equivalent of Very High. It is followed by both

Managing Change and Achieving Goals with a mean of 4.33, a descriptive equivalent of Very High. Next to these is Coordinated Teamwork and Cultural Strength with a mean of 4.27. Furthermore, items in Customer Orientation, Managing Change, Achieving Goals, Coordinated Teamwork and Cultural Strength are very evident. The overall mean of 4.33 indicates a Very High level of Organizational Culture among teachers. Demographic Profile of Online Sellers

TABLE IV

SUMMARY ON THE LEVEL OF ORGANIZATIONAL CULTURE OF TEACHERS

Indicators	SD	Mean	Descriptive Equivalent
1. Managing Change	.67	4.33	Very High
2. Achieving Goals	.65	4.33	Very High
3. Coordinated Teamwork	.67	4.27	Very High
4. Customer Orientation	.61	4.46	Very High
5. Cultural Strength	.67	4.27	Very High
Overall	**0.65**	**4.33**	**Very High**

The data reveals a very high level of organizational culture among teachers, with an overall mean of 4.33, indicating a strong professional environment. Individual indicators such as 'Managing Change', 'Achieving Goals', 'Coordinated Teamwork', and 'Customer Orientation' all score above 4.2, demonstrating a very high level of these aspects. 'Customer Orientation' stands out with the highest mean score of 4.46, implying a strong orientation towards their customers, likely the students and their parents. The relatively low standard deviation of 0.65 for the overall mean suggests a close consensus among the teachers about the strong organizational culture. In essence, the data underscores a very high level of organizational culture among teachers, with notable strengths in managing change, achieving goals, coordinated teamwork, and customer orientation, painting a positive picture of the professional environment.

The results show that teachers have a relatively high level of organizational culture, which can be explained by a number of factors. Effective leadership frequently results in a strong organizational culture, claim Xenikou and Simosi (2006). Senior teachers, for example, are examples of leaders in the educational setting who can make a significant contribution to the development of a high-achieving and pleasant organizational culture. This leadership can contribute to a high level of organizational culture by motivating teachers to pursue excellence, uphold school values, and collaborate toward shared objectives. Furthermore, it is suggested by Flamholtz and Randle (2015) that higher levels of contentment and efficiency can result from a successful organizational culture. This could imply that teachers are more productive in their positions when there is a positive culture in place, which improves student results and increases job satisfaction. Additionally, prominent organizational culture theorist Almagro (2023), Teachers who are sympathetic and passionate are essential in starting the love for pupils' learning. Beyond simply imparting knowledge, inspirational educators inspire and mentor students, fostering a supportive and inspiring learning atmosphere.

Summary on the level of Organizational Practices and Policies of Teachers

Table 5 summarizes the level of Organizational Practices and Policies among teachers. Among the four indicators, 'People oriented climate' got the highest mean of 4.35 with a descriptive equivalent of very high. It is followed by 'Safety practices' with a mean of 4.21, a descriptive equivalent of very high. Next to 'Safety practices' is 'Disability management' with a mean of 4.16. On the other hand, 'Ergonomic Practices' got the lowest mean of 3.99, but still has a descriptive equivalent of high. Furthermore, items in 'People oriented climate' and 'Safety practices' are very much evident. Items in 'Disability management' are evident, while items in 'Ergonomic Practices' are much evident.

TABLE V

SUMMARY ON THE LEVEL OF ORGANIZATIONAL PRACTICES AND POLICIES OF TEACHERS

Indicators	SD	Mean	Descriptive Equivalent
1. Safety practices	.67	4.21	Very High
2. Ergonomic Practices	.73	3.99	High
3. Disability management	.72	4.16	High
4. People oriented climate	.62	4.35	Very High
Overall	**.69**	**4.18**	**High**

The level of Organizational Practices and Policies among teachers has an overall mean of 4.18, with a descriptive equivalent of high. This means that the level of teachers' adherence to organizational practices and policies is much manifested. Moreover, the overall standard deviation of 0.69 in the overall mean indicates that the measures of variability of teachers' adherence to these practices and policies are close from the mean. Therefore, this shows uniformity of the responses of teachers in this variable. This implies that educators are highly conscious of and actively involved in implementing these policies and practices, which raises the standard in this field generally. This is a good sign for the atmosphere of professionalism among teachers.

As stated previously, Berry, Daughtrey, and Wieder (2010) cite evidence in favor of these findings. This suggests that a high degree of organizational practices and policies leads to teacher retention and job satisfaction. Teachers who have more autonomy over their work and control over school policies are also more likely to stay in the classroom and feel involved in their professions. Furthermore, Meyer et al. (2023) posit that high levels of organizational practices and policies among teachers can be fostered by strong leadership, which is characterized by which guarantees that teachers have enough time and resources, encouraging the formation of teacher teams, directing these teams at the process level (e.g., goal-setting), and inspiring teachers to accomplish desired organizational changes. Conclusively, the increased degree of Organizational Practices and Policies among teachers is indicative of a suitable competent environment in schools, implying that teachers are well-organized, goal-oriented, and flexible to modifications, all of which are essential for an educational establishment to succeed.

Summary on the level of Teachers Commitment

Table 6 summarizes the level of Teachers Commitment. Among the three indicators, 'Affective Commitment' got the highest mean of 3.86 with a descriptive equivalent of high. It is followed by 'Continuance Commitment' with a mean of 3.84, a descriptive equivalent of high. On the other hand, 'Normative Commitment' got the lowest mean of 3.80, but still has a descriptive equivalent of high. Furthermore, items in 'Affective Commitment' are much manifested. Items in 'Continuance Commitment' are much manifested, while items in 'Normative Commitment' are much manifested.

TABLE VI

SUMMARY ON THE LEVEL OF TEACHERS COMMITMENT

Indicators	SD	Mean	Descriptive Equivalent
1. Affective Commitment	.84	3.86	High
2. Continuance Commitment	.91	3.84	High
3. Normative Commitment	1.02	3.80	High
Overall	**0.92**	**3.83**	**High**

The level of Teachers Commitment has an overall mean of 3.83, with a descriptive equivalent of high. This means that the level of teachers' commitment is much manifested. Moreover, the overall standard deviation of 0.92 in the overall mean indicates that the measures of variability of teachers' commitment are close from the mean. Therefore, this shows uniformity of the responses of teachers in this variable. This implies that teachers have a strong sense of commitment, making a significant total contribution in this area. This is a good sign for the environment of professionalism among teachers.

There are other reasons for the high degree of teacher dedication shown by the data. According to Ma (2022), the teaching profession is quite demanding and necessitates motivation and continuous commitment to help with the challenges. This shows that work happiness and retention of teachers may be influenced by a high degree of teacher commitment. Furthermore, it is suggested by Moses, Berry, Admiraal, and Saab (2021) that teacher education serves as a symbolic doorway to the teaching profession and that it is critical to identify the elements of teacher education that specifically strengthen a teacher's commitment to the profession. This suggests that a high degree of teacher dedication can be fostered by effective leadership. Additionally, Siri (2020) asserts that an individual with a high level of work commitment will produce outstanding results.

Significance of the relationship between Organizational Culture and Policies and Practices on Teachers Commitment

The table 7 presents the correlation between Organizational Culture and Teachers Commitment. The correlation coefficient (r) for Organizational Culture to Teachers Commitment is 0.656, indicating a high positive correlation. This suggests that as the level of Organizational Culture increases, the level of Teachers Commitment also increases. The p-value for this correlation is 0.000, which is less than the commonly used significance level of 0.05. This leads to the rejection of the null hypothesis (Ho), suggesting that the correlation is statistically significant. Therefore, it can be inferred that Organizational Culture has a significant impact on Teachers Commitment.

TABLE VII

SHOWS THE RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND POLICIES AND PRACTICES ON TEACHERS COMMITMENT

Variables Correlated	R	p-value	Decision on H_o	Decision on Relationship
Organizational Culture to Teachers Commitment	0.656	0.000	Reject	Significant

Organizational Practices and Policies to Teachers Commitment	0.696	0.000	Reject	Significant

In the case of the correlation between Organizational Practices and Policies and Teachers Commitment. The correlation coefficient (r) for Organizational Practices and Policies to Teachers Commitment is 0.696, indicating a high positive correlation. This suggests that as the level of Organizational Practices and Policies increases, the level of Teachers Commitment also increases. The p-value for this correlation is 0.000, which is less than the commonly used significance level of 0.05. This leads to the rejection of the null hypothesis (Ho), suggesting that the correlation is statistically significant. Therefore, it can be inferred that Organizational Practices and Policies have a significant impact on Teachers Commitment.

The research shows that there is a considerable relationship between teachers' commitment and organizational culture. Numerous studies in the field support this. According to Krajcsák (2018), an organization's organizational culture—the shared values, beliefs, and practices—has a significant impact on the attitudes and behaviors of its workers, including their commitment to the company. This implies that teachers' high levels of commitment can be fostered by an encouraging and supportive company culture. On the other hand, this result is supported by the idea Chiemeke (2018) asserts that organizational policies and procedures have a substantial impact on employee commitment. While unethical management practices can lower commitment, policies that recognize employee contributions might boost it (Gangwani, 2018).

Regression Analysis on the Organizational Culture and Policies and Practices on Teachers Commitment

The regression analysis on the Organizational Culture and Policies and Practices on Teachers Commitment reveals significant findings. The unstandardized coefficient (B) for Organizational Culture is 0.400, with a standard error of 0.155. The standardized coefficient (Beta) is 0.261. The t-statistic is 2.590, and the p-value is 0.011, which is less than the significance level of 0.05. This leads to the rejection of the null hypothesis, indicating that Organizational Culture has a significant influence on Teachers Commitment.

Similarly, for Organizational Practices and Policies, the unstandardized coefficient (B) is 0.556, with a standard error of 0.116. The standardized coefficient (Beta) is 0.482. The t-statistic is 4.783, and the p-value is 0.000, leading to the rejection of the null hypothesis. This shows that Organizational Practices and Policies also have a significant influence on Teachers Commitment.

TABLE VIII

REGRESSION ANALYSIS ON THE ORGANIZATIONAL CULTURE AND POLICIES AND PRACTICES ON TEACHERS' COMMITMENT

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t-stat	p-value	Decision @ α = 0.05
	B	Standard Error	Beta			
(Constant)	.233	0.390		.597		
Organizational Culture	0.400	0.155	0.261	2.590	0.011	Rejected
Organizational Practices and Policies	0.556	0.116	0.482	4.783	0.000	Rejected
Dependent Variable: Teachers Commitment *F-ratio*: 75.880 *Adjusted R Square*: 0.500						

The F-ratio of the model is 75.880, indicating a good fit, and the Adjusted R Square is 0.500, suggesting that approximately 50% of the variance in Teachers Commitment can be explained by Organizational Culture and Organizational Practices and Policies. These results underscore the importance of both Organizational Culture and Organizational Practices and Policies in the effective commitment of teachers.

The findings of the regression analysis are consistent with the theoretical framework, which suggests that organizational practices, policies, and organizational culture have a significant influence on teachers' commitment. Krajcsák (2018) supports this by highlighting the fact that employees' attitudes and behaviors, including their commitment to the organization, are greatly influenced by organizational culture, which is defined as the shared values, beliefs, and practices within an organization. This implies that teachers' high levels of commitment can be fostered by an encouraging and supportive company culture. Additionally, Dunger (2023) makes the case that a positive and encouraging work environment can increase employee commitment by fostering a sense of belonging and devotion. This implies that teachers who experience these kinds of feelings are more likely to be committed to their jobs. Conversely, Chiemeke (2018) asserts that teacher's commitment is significantly influenced by organizational policies and practices. While unethical managerial actions might lower commitment, policies that promote employee contributions can increase it. Thus, rules that acknowledge employees' contributions to their work lives and involvement are essential to the effectiveness of corporate commitments. These results highlight the significance of organizational practices and policies as well as organizational culture in promoting teachers' effective commitment.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter includes the study's conclusions, a summary of its key findings, and recommendations for future applications.

Summary of Findings

1. For the level of Organizational Culture of Teachers, Customer Orientation obtained the highest mean of 4.46 with a descriptive equivalent of very high and an SD of 0.61. It is followed by Managing Change and Achieving Goals both with a mean of 4.33, a descriptive equivalent of very high, and an SD of 0.67. Next to these indicators is Coordinated Teamwork and Cultural Strength with a mean of 4.27 and an SD of 0.67. All indicators obtained a descriptive equivalent of very high. Furthermore, it has an overall mean of 4.33, an SD of 0.65, with a descriptive equivalent of very high.

2. For the level of Organizational Practices and Policies of Teachers, People oriented climate obtained the highest mean of 4.35 with a descriptive equivalent of very high and an SD of 0.62. It is followed by Safety practices with a mean of 4.21, a descriptive equivalent of very high, and an SD of 0.67. Next to Safety practices is Disability management with a mean of 4.16 and an SD of 0.72. On the other hand, Ergonomic Practices obtained the lowest mean of 3.99 and an SD of 0.73. Additionally, Ergonomic Practices obtained a descriptive equivalent of high. Furthermore, it has an overall mean of 4.18, an SD of 0.69, with a descriptive equivalent of high.

3. For the level of Teachers Commitment, Affective Commitment obtained the highest mean of 3.86 with a descriptive equivalent of high and an SD of 0.84. It is followed by Continuance Commitment with a mean of 3.84, a descriptive equivalent of high, and an SD of 0.91. On the other hand, Normative Commitment obtained the lowest mean of 3.80 and an SD of 1.02. All indicators obtained a descriptive equivalent of high. Furthermore, it has an overall mean of 3.83, an SD of 0.92, with a descriptive equivalent of high.

4. Organizational Culture has a significant relationship with Teachers Commitment (r=0.656, p=0.000). In particular, the degree of correlation of the two variables has a moderate positive correlation, and

the p-value of the two variables is less than the 0.05 level of significance, which made them significant. This indicates that there is a significant relationship between Organizational Culture and Teachers Commitment. Therefore, the null hypothesis is rejected. On the other hand, Organizational Practices and Policies also have a significant relationship with Teachers Commitment (r=0.696, p=0.000). In particular, the degree of correlation of the two variables has a high positive correlation, and the p-value of the two variables is less than the 0.05 level of significance, which made them significant. This indicates that there is a significant relationship between Organizational Practices and Policies and Teachers Commitment. Therefore, the null hypothesis is rejected.

5. Organizational Culture has a significant influence on Teachers Commitment (β = 0.400, $p <$ 0.011). On the other hand, the result revealed that Organizational Practices and Policies also have a significant influence on Teachers Commitment (β = 0.556, $p < 0.000$). Furthermore, based on the level of significance, the results concluded a rejection of the null hypothesis for both Organizational Culture and Organizational Practices and Policies. This indicates that both Organizational Culture and Organizational Practices and Policies significantly influence Teachers Commitment.

Conclusion

In conclusion, the outcomes of the study unveil a notably high level of organizational culture, organizational practices, and policies within the examined educational setting. Moreover, the findings suggest a robust commitment among teachers in the organization. The study also establishes significant relationships between organizational culture and teachers' commitment, as well as between organizational practices and policies and teachers' commitment. Notably, organizational support emerges as a key influencing factor, significantly shaping teachers' commitment. The interplay between organizational practices, policies, and support further underscores their pivotal role in fostering a positive and committed teaching workforce. These conclusions collectively highlight the importance of a supportive organizational environment in enhancing teachers' commitment, thereby emphasizing the need for educational institutions to prioritize and maintain high levels of organizational culture, practices, policies, and support to ensure a thriving and dedicated teaching staff.

Recommendations

The following suggestions were summed up in light of the study's findings, analysis, and conclusion:

1. It is suggested that the Department of Education concentrate on enhancing the organizational culture, practices, and policies in light of the study's findings. Both of these criteria were determined to have a substantial impact on teachers' commitment by the study. Teachers' commitment can therefore be greatly increased by developing a strong and positive workplace atmosphere and putting in place efficient procedures and rules. This can entail offering chances for ongoing professional development, encouraging a cooperative and encouraging work atmosphere, and putting in place regulations that honor and commend the accomplishments and efforts of educators. Teachers' performance, job happiness, and retention may all increase as a result.

2. Based on the findings of the study, it is recommended that educational institutions, particularly the Department of Education, place a strong emphasis on enhancing Organizational Culture and Practices and Policies. The significant influence of these factors on Teachers Commitment underscores the importance of fostering a positive organizational culture and implementing effective practices and policies. This could involve providing continuous professional development opportunities, promoting a collaborative and supportive work environment, and implementing policies that recognize and reward teachers' efforts and achievements. Such initiatives can significantly enhance teachers' commitment, leading to improved job satisfaction, performance, and retention. Therefore, these findings provide valuable insights for educational institutions aiming to improve teacher commitment and overall educational outcomes.

3. Future researchers must conduct further research that will focus on delving deeper into the Cultural Strength, Ergonomic Practices and Normative Commitment of teachers.

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