

THE RELATIONSHIP BETWEEN SCHOOL CULTURE AND TEACHERS' ORGANIZATIONAL COMMITMENT

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Abstract

This study was to investigate the relationship between school culture and teachers' organizational commitment at Basic Education High Schools (including Branch High Schools) in Sagaing Township, Sagaing Region. Correlation research design was used in this study. Totally 160 teachers, including 31 male teachers and 129 female teachers were chosen as participants by using simple random sampling method. School Culture Survey (SCS) developed by Gruenert and Valentine (1998) was used to measure the perceptions of teachers on school culture and TCM Employee Commitment Survey developed by Meyer and Allen (1991, as cited in Meyer, Allen & Smith, 1993) was used to investigate the perceptions of teachers on their organizational commitment. According to the research findings, teachers from selected high schools perceived that "Professional Development" was the highest and "Collaborative Leadership" was the lowest among dimensions of school culture, and the result revealed that "Affective Commitment" is higher than "Continuance and Normative Commitment". However, teachers' perceptions on school culture and their organizational commitment were at high levels in all selected high schools. The independent samples t-test for school culture showed that there was statistically significant difference in the dimension of "Learning Partnership" ($p=.025$) according to gender and the teachers' perception on their organizational commitment showed that there was no significant difference according to gender. It was found that the value of correlation coefficient is ($r=.311$, $p<0.01$) so there is a statistically significant and moderate relationship between school culture and teachers' organizational commitment. Based on the findings of the study, it is recommended that as school culture and organizational commitment affects each other, these two variables should be compromised in school setting.

Keywords: school culture, teachers' organizational commitment

Introduction

The term "culture" has a long history. The meaning of the word has been discussed for many years in a number of different fields, including anthropology, sociology, history, and English. From humanities to the hard sciences, the meaning of the term has inspired conversations and stirred controversy (Stolp & Smith, 1995). Organizational culture includes visible artifacts, espoused beliefs, values, rules and behavioral norms, and tacit, taken-for-granted and basic underlying assumptions (Schein, 2004).

Every organization has its own culture and has become firmly anchored as an important aspect, an element in the organization (Bedarkar, Pandita, Agarwal & Saini, 2016, as cited in Veeriah, Piaw & Li, 2017). DuPont (2009, as cited in Veeriah et al., 2017) stressed that school leaders—principals or headmasters understand the importance of school culture. When a good culture is present in a school, teachers will be more committed to contribute better for a healthy and sustainable achievement. According to Shoaib, Zainab, Maqsood, and Sana (2013, as cited in Veeriah et al., 2017), organizational culture is closely associated with the concept of commitment.

Organizational commitment serves as the power of employees' participation in an organization (Colquitt, LePine & Wesson, 2009, as cited in Malathy & Nataraj, 2018). Organizational commitment reflects the dependency on the supervisor, the working group, the top management, and on the organization (Becker, Meyer & Vandenberghe, 2004, as cited in Malathy & Nataraj, 2018). High commitment will encourage the employees to work hard in accomplishing their tasks in relation to their responsibility for the organization and they are willing to carry out activities out of their responsibility. Lack of organizational commitment

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makes the employees unwilling to retain the job and thus they tend to leave it or turn over (Wright & Bonett, 2002, as cited in Malathy & Nataraj, 2018).

Significance of the Study

Some researchers said that a positive school culture influences the motivation of students and teachers, academic achievement of the students, job satisfaction, commitment and cooperation of the teachers, employee dedication and motivation, and structure of the school community (Karadag, Kilicoglu & Yilmaz, 2014). Hallinger and Heck (2010, as cited in Veeriah et al., 2017) stressed that the failure to maintain teachers' commitment might cause problems to the school management. The reason being, teachers' commitment towards the schools is considered to be the main thrust in determining the success of the education system as teachers are implementing every educational policy within the school organization (Leithwood, Jantzi & Hopkins, 2006, as cited in Veeriah et al., 2017).

A desirable culture of a certain organization is a key to success of that organization. Teachers in a strong school culture may be happy, satisfied, motivated and dedicated. That, their commitment to work for the improvement of their school will be undoubtedly high. It is undeniable that school principals are the most important and influential individuals in any school. Therefore, principals of schools are requested and exhorted to create the school satisfactory environment for teachers and students, and teachers also are encouraged to support their principals in schools' general affairs for the betterment of the students' academic and social achievement, and for the attainment of school goals.

Purposes of the Study

The main purpose of this study is to investigate the relationship between school culture and teachers' organizational commitment at selected Basic Education High Schools (including Branch High Schools) in Sagaing Township, Sagaing Region.

The specific purposes of this study are:

- To explore the perceptions of teachers on their school culture,
- To investigate the differences in the perceptions of teachers on their school culture according to their demographic data (gender, positions, teaching services),
- To examine the perceptions of teachers on their organizational commitment,
- To investigate the differences in the perceptions of teachers on their organizational commitment according to their demographic data (gender, positions, teaching services), and
- To explore the relationship between school culture and teachers' organizational commitment.

Research Questions

1. What are the perceptions of teachers on their school culture?
2. Are there any differences in perceptions of teachers on their school culture according to their demographic data (gender, positions, teaching services)?
3. What are the perceptions of teachers on their organizational commitment?
4. Are there any differences in perceptions of teachers on their organizational commitment according to their demographic data (gender, positions, teaching services)?
5. Is there a statistically significant relationship between school culture and teachers' organizational commitment?

Definitions of Key Terms

School Culture: School culture can be defined as historically transmitted patterns of meaning that include the norms, values, beliefs, traditions, and myths understood by members of the school community (Stolp & Smith, 1995).

Teachers' Organizational Commitment: Teachers' organizational commitment can be defined as the relative strength of a teacher's identification with and involvement in a particular school (Tsui & Cheng, 1999).

Scope of the Study

1. This study was conducted at selected high schools.
2. The participants of this study were all teachers from selected high schools in Sagaing Township, Sagaing Region.

Review of Related Literature

Importance of School Culture

A strong school culture can be established if the principal and teachers come together around a common value, norm and beliefs. In such a strong school culture, when bureaucratic rules diminish and teachers arrange their own behaviors, principal's duty of supervision diminishes as well (Celik, 2002, as cited in Ayik & Atas, 2014). A school principal who understands the effect of school culture and its importance in terms of management processes can manage the school culture more successfully. The first duty of school principal in terms of managing school culture is to create a strong school culture (Celik, 2002, as cited in Ayik & Atas, 2014).

Six Categories of School Culture Survey (SCS)

The School Culture Survey (SCS) has a six-factor. *Collaborative Leadership* measures the degree to which school leaders establish and maintain collaborative relationships with school staff. *Teacher Collaboration* measures the degree to which teachers engage in constructive dialogue that furthers the educational vision of the school. *Professional Development* measures the degree to which teacher values continuous personal development and school-wide improvement. *Unity of Purpose* measures the degree to which teachers work toward a common mission for the school. *Collegial Support* measures the degree to which teachers work together effectively. *Learning Partnership* measures the degree to which teachers, parents, and students work together for the common good of the student (Gruenert & Valentine, 1998).

Importance of Organizational Commitment

Organizational commitment is an important variable of employee behavior towards his organization, and it covers a range of attitudinal and behavioral responses about the organization and is sometimes described simply as loyalty (Das, 2017). Employees' organizational commitment has serious and potential effects on organization's performance and can be an important predictor of organizational effectiveness (Allen & Meyer, 1990).

Commitment towards the organization is important as highly committed employees could demonstrate positive work behaviors (Nurharani, Norshidah, & Anida, 2013, as cited in Veeriah et al., 2017). Commitment towards the organization will have lower intentions to leave and would work with more effectiveness and loyalty (Pascal, Pierre-Sebastien, & Lamontagne, 2011, as cited in Veeriah et al., 2017).

Teachers' Organizational Commitment

According to Potvin (1991, as cited in Mustafa, Buntat, Omar, Razzaq & Ahad, 2019), staff with high commitment are more concerned with the task of fulfilling the organizational sense than their own needs, otherwise, low level commitment staff would delay work, not be at work, prioritizing personal matters and not wanting to work over time. There are two reasons to emphasize teacher commitment. First, it is an internal force coming from teachers themselves, with their need for greater responsibility, variety, and challenge in their work as their educational levels have grown. Second, it is an external force coming from the reform movement seeking high standards and accountability, which are dependent upon teachers' voluntary commitment. Teacher commitment is a critical predictor of a teacher's job performance and of the quality of education (Tsui & Cheng, 1999).

The Three-Dimensional Model of Organizational Commitment

Organizational commitment contains three components, namely *affective commitment*, *continuance commitment*, and *normative commitment* (Allen & Meyer, 1990). Affective commitment is a characteristic of psychological state of the relationship between organization and workers. They argued that affective commitment is an expression of the desire to continue working at an organization within an employee sympathizing and devoting all of the minds to organization and enjoyment as a member of the organization. Continuance commitment refers to commitment based on the costs that employees associate with leaving the organization. Normative commitment refers to employees' feelings of obligation to remain with the organization (Allen & Meyer, 1990).

Methodology

Research Method

Descriptive research method was used in this study.

Population and Sample

The target population for this study was all teachers (senior, junior, and primary teachers) from Basic Education High Schools (including Branch High Schools) in Sagaing Township, Sagaing Region. There are 33 Basic Education High Schools (including Branch High Schools) in Sagaing Township, Sagaing Region. Out of 33 schools, 4 Basic Education High Schools and 4 Branch High Schools were chosen for collecting the data. For the teacher sample, 169 teachers (primary teachers, junior teachers, and senior teachers) from selected schools were chosen as participants by using simple random sampling method. Out of 169 teachers, 160 teachers completed the questionnaires. Thus, the response rate of teachers was 94.67.

Research Instruments

In this study, two research instruments, "School Culture Survey (SCS)" developed by Gruenert and Valentine (1998) and "TCM Employee Commitment Survey" developed by Meyer and Allen (1991, as cited in Meyer, Allen & Smith, 1993) were used to collect the data. In this study, a five points Likert scales ranging from 1 to 5 (where 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; and 5 = strongly agree) were used to examine the perceptions of teachers on their school culture and organizational commitment.

Instrument items were modified and reconstructed in Myanmar Language. After preparing the questionnaire, face validity was determined by expert judgement. According to their suggestions and recommendations, the questionnaire was adapted. After getting the validity of the questionnaire, pilot testing was conducted with teachers from selected two Basic Education High Schools and two Branch High Schools in Sagaing Township. The preliminary instruments were tested by 37 teachers representing four selected high schools. In order to measure the

reliability of instrument, the Pearson product-moment correlation method (Average Item Total Correlation) was used for internal consistency reliability.

As internal consistency, the reliability coefficient (Cronbach’s alpha) for school culture was 0.931 and the reliability coefficient (Cronbach’s alpha) for organizational commitment was 0.602. According to Sekaran and Bougie (2010, as cited in Veeriah et al., 2017), the Cronbach’s alpha values that are below .60 are poor, while values between .60 and .70 are acceptable, and alpha values that are over .80 are good.

Data Collection and Analysis

To collect the required data, the questionnaires were distributed to teachers of selected high schools on December 14, 2021 and compiled them on December 17, 2021. After collecting the data, data entry was carried the use of SPSS (Statistical Package for the Social Science) software version 20. To calculate the mean percent and standard deviations, descriptive statistics were used. The independent sample t-test, one-way ANOVA were applied to analyze whether there were significant differences between gender, among teaching service and positions on school culture and organizational commitment. Moreover, Post hoc test by Tukey (HSD) method was conducted to determine which group had significant difference. Finally, Pearson product-moment correlation was conducted to provide information about the relationship between school culture and teachers’ organizational commitment.

Findings

Quantitative Research Findings for School Culture at Selected High Schools

Table 1 shows the mean values and standard deviations for school culture of selected schools.

Table 1 Mean Values and Standard Deviations for School Culture of Selected Schools

Dimension	Mean & SD	High Schools								Composite Mean
		A	B	C	D	E	F	G	H	
CL	Mean	4.00	3.71	3.98	4.09	4.00	3.97	3.96	4.03	3.96
	SD	0.288	0.612	0.269	0.239	0.354	0.419	0.82	0.236	0.366
TC	Mean	3.85	4.05	3.98	4.06	3.99	4.06	3.97	3.97	3.99
	SD	0.404	0.219	0.331	0.209	0.367	0.178	0.96	0.284	0.289
PD	Mean	4.14	4.14	4.08	4.20	4.12	4.20	3.97	4.03	4.12
	SD	0.381	0.311	0.212	0.319	0.316	0.394	0.115	0.306	0.310
UP	Mean	3.90	4.02	4.03	4.14	4.00	4.09	3.95	4.02	4.02
	SD	0.461	0.304	0.321	0.365	0.349	0.215	0.90	0.259	0.319
CS	Mean	4.11	4.11	3.99	4.04	4.06	4.17	4.17	4.06	4.08
	SD	0.274	0.357	0.379	0.254	0.303	0.373	0.163	0.228	0.308
LP	Mean	4.06	4.06	3.92	4.05	3.89	4.03	3.69	4.01	3.97
	SD	0.398	0.277	0.335	0.258	0.425	0.353	0.241	0.249	0.339
Overall School Culture	Mean	4.01	4.02	3.99	4.09	4.01	4.08	3.95	4.01	4.03
	SD	0.329	0.294	0.259	0.246	0.325	0.275	0.018	0.243	0.271

Scoring range: 1.00-2.33=low level, 2.34-3.67=moderate level, 3.68-5.00=high level

CL = Collaborative Leadership,
 TC = Teacher Collaboration,
 PD = Professional Development,

UP = Unity of Purpose
 CS = Collegial Support
 LP = Learning Partnership

According to teachers' ratings shown in Table 1, the mean values for all dimensions of school culture, such as "Collaborative Leadership", "Teacher Collaboration", "Professional Development", "Unity of Purpose", "Collegial Support" and "Learning Partnership", were at high levels.

One-way ANOVA was used to analyze whether or not there was significant differences in school culture grouped by schools. Table 2 presents the ANOVA results for school culture perceived by teachers at selected high schools.

Table 2 ANOVA Results for School Culture Perceived by Teachers at Selected High Schools

Variable	Region Group	Sum of Squares	df	Mean Square	F	p
Learning Partnership	Between Groups	1.698	7	.243	2.212	.036*
	Within Groups	16.675	152	.110		
	Total	18.373	159			

Note: * The mean difference is significant at the 0.05 level.

It was found that there was significant difference between groups and within groups in "Learning Partnership" at $p < 0.05$ level ($F = 2.212$)

In order to find out which particular groups had the greatest differences, Post hoc multiple comparisons test Tukey (HSD) test was conducted. The results of multiple comparisons test for teachers' perceptions on school culture grouped by schools were shown in Table 3.

Table 3 Results of Multiple Comparisons Test for Teachers' Perceptions on School Culture Grouped by Schools

Variable	School (I)	School (J)	Mean Difference (I-J)	p
Learning Partnership	School B	School G	.369*	.046

Note: * The mean difference is significant at the 0.05 level.

According to Table 3, teachers' perception was significantly difference in "Learning Partnership" between School B and School G.

The mean values and standard deviations of male and female teachers' perception on school culture are shown in Table 4.

Table 4 Mean Values and Standard Deviations of Teachers' Perceptions on School Culture Grouped by Gender

Variable	Gender	Number of Teachers	Mean	SD
Collaborative Leadership	Male	31	3.94	.29
	Female	129	3.97	.38
Teacher Collaboration	Male	31	3.94	.36
	Female	129	4.01	.27
Professional Development	Male	31	4.06	.29
	Female	129	4.13	.31
Unity of Purpose	Male	31	3.97	.36
	Female	129	4.04	.31
Collegial Support	Male	31	4.02	.33
	Female	129	4.09	.30
Learning Partnership	Male	31	3.87	.41
	Female	129	3.99	.31
Overall School Culture	Male	31	3.97	.29
	Female	129	4.04	.26

Scoring range: 1.00-2.33=low level,

2.34-3.67=moderate level,

3.68-5.00=high level

According to Table 4, it was found that there was high level in all dimensions of school culture according to gender.

In order to analyze whether or not there was a significant difference in teachers' perceptions on school culture by gender, independent samples t-test was employed. The results of independent sample t-test for teachers' perceptions on school culture grouped by gender are presented in Table 5.

Table 5 Results of Independent Sample t-Test for Teachers' Perceptions on School Culture Grouped by Gender

Variable	Gender	N	t	df	p
Learning Partnership	Male	31	-1.580	38.936	.025*
	Female	129			

Note: * The mean difference is significant at the 0.05 level.

According to Table 5, it was found that there was significant difference only in "Learning Partnership" (t = -1.580, df = 38.936, p<0.05 level). And there were no significant differences in other dimensions of the school culture

Teachers were grouped such as senior, junior, and primary teachers. Mean values and standard deviations for school culture perceived by teachers according to positions are described in Table 6.

Table 6 Mean Values and Standard Deviations for Teachers' Perceptions on School Culture Grouped by Positions

Variable	Position	Number of Teachers	Mean	SD
Collaborative Leadership	SAT	51	3.90	.53
	JAT	63	4.00	.30
	PAT	46	3.98	.22
Teacher Collaboration	SAT	51	3.93	.36
	JAT	63	4.01	.29
	PAT	46	4.02	.19
Professional Development	SAT	51	4.13	.35
	JAT	63	4.15	.29
	PAT	46	4.05	.29
Unity of Purpose	SAT	51	3.94	.38
	JAT	63	4.06	.32
	PAT	46	4.04	.24
Collegial Support	SAT	51	4.09	.32
	JAT	63	4.05	.32
	PAT	46	4.05	.28
Learning Partnership	SAT	51	3.96	.42
	JAT	63	4.00	.34
	PAT	46	3.93	.26
Overall School Culture	SAT	51	3.99	.33
	JAT	63	4.04	.27
	PAT	46	4.02	.21

Scoring range: 1.00-2.33=low level, 2.34-3.67=moderate level, 3.68-5.00=high level
 SAT = Senior Assistant Teacher PAT = Primary Assistant Teacher
 JAT = Junior Assistant Teacher

According to Table 6, it was found that there was high level in all dimensions of school culture according to positions.

One-way ANOVA was used to analyze whether or not there was significant differences in school culture grouped by teachers' positions. According to ANOVA results, there was no significant difference in teachers' perceptions on school culture according to teachers' positions.

Total teaching service of teachers are also divided into four groups such as <5 years, 5 to 14 years, 15 to 24 years and > 24 years. In Table 7, mean values and standard deviations for the teachers' perceptions on school culture grouped by teaching services are shown.

Table 7 Mean Values and Standard Deviations for Teachers' Perceptions on School Culture Grouped by Teaching Services

Variable	Teaching Services	Number of Teachers	Mean	SD
Collaborative Leadership	<5 years	5	3.98	.08
	5-14 years	41	4.02	.27
	15-24 years	46	3.88	.43
	>24 years	68	3.99	.38
Teacher Collaboration	<5 years	5	3.93	.15
	5-14 years	41	4.02	.27
	15-24 years	46	3.99	.27
	>24 years	68	3.98	.32
Professional Development	<5 years	5	4.00	.00
	5-14 years	41	4.08	.32
	15-24 years	46	4.13	.29
	>24 years	68	4.13	.33
Unity of Purpose	<5 years	5	4.04	.09
	5-14 years	41	4.02	.32
	15-24 years	46	3.98	.32
	>24 years	68	4.05	.33
Collegial Support	<5 years	5	4.10	.14
	5-14 years	41	4.14	.34
	15-24 years	46	4.12	.29
	>24 years	68	4.02	.30
Learning Partnership	<5 years	5	3.80	.21
	5-14 years	41	4.00	.30
	15-24 years	46	4.01	.31
	>24 years	68	3.94	.38
Overall School Culture	<5 years	5	3.98	.06
	5-14 years	41	4.05	.27
	15-24 years	46	4.02	.27
	>24 years	68	4.02	.29

Scoring range: 1.00-2.33=low level, 2.34-3.67=moderate level, 3.68-5.00=high level

According to Table 7, it was found that teachers whose teaching service with (5-14 years) had the highest mean values in "Collaborative Leadership", "Teacher Collaboration", and "Collegial Support". Teachers whose teaching service with (15-24 years) had the highest mean values in "Professional Development" and "Learning Partnership". Teachers whose teaching service with (>24 years) had the highest mean values in "Professional Development" and "Unity of Purpose". According to the perceptions of teachers by teaching services, teachers with less

than 5 years of teaching services had lowest mean values in “Learning Partnership” and teachers whose teaching service with (5-14 years) were highest mean value in “Collegial Support”.

One-way ANOVA was conducted to examine whether there were statistically significant differences in teachers’ perceptions on school culture according to teaching services or not. There was no significant difference in teachers’ perceptions on school culture according to teaching services.

Quantitative Research Findings for Organizational Commitment at Selected High Schools

Table 8 shows the mean values and standard deviations for organizational commitment in selected high schools.

Table 8 Mean Values and Standard Deviations for Organizational Commitment at Selected High Schools

Dimension	Mean & SD	High Schools								Composite Mean
		A	B	C	D	E	F	G	H	
AC	Mean	4.03	3.98	3.89	3.83	4.05	4.19	4.07	4.05	4.00
	SD	0.28	0.34	0.67	0.29	0.38	0.39	0.43	0.35	0.42
CC	Mean	4.18	3.85	3.65	3.54	3.83	4.04	3.78	3.62	3.80
	SD	0.23	0.49	0.56	0.49	0.52	0.44	0.33	0.42	0.49
NC	Mean	4.05	3.81	3.83	3.67	3.76	4.00	4.07	3.93	3.87
	SD	0.16	0.33	0.58	0.37	0.56	0.34	0.27	0.36	0.42
Overall Commitment	Mean	4.08	3.88	3.79	3.68	3.88	4.08	3.97	3.86	3.89
	SD	0.11	0.32	0.57	0.28	0.44	0.34	0.22	0.33	0.39

Scoring range: 1.00-2.33=low level, 2.34-3.67=moderate level, 3.68-5.00=high level
 AC = Affective Commitment, NC = Normative Commitment
 CC = Continuance Commitment

According to Table 8, it was observed that the mean value of all dimensions of organizational commitment were at high levels.

One-way ANOVA was conducted to examine whether there were statistically significant differences in organizational commitment perceived by teachers according to school or not. The ANOVA results for organizational commitment perceived by teachers at selected high schools are presented in Table 9.

Table 9 ANOVA Results for Organizational Commitment Perceived by Teachers at Selected High Schools

Variable	Region Group	Sum of Squares	df	Mean Square	F	p
Continuance Commitment	Between Groups	6.246	7	.892	4.167	.000***
	Within Groups	32.543	152	.214		
	Total	38.788	159			
Normative Commitment	Between Groups	2.670	7	.381	2.234	.034*
	Within Groups	25.953	152	.171		
	Total	28.623	159			

Note: *** The mean difference is significant at the 0.001 level.
 * The mean difference is significant at the 0.05 level.

Based on the research findings, there were significant differences in teachers' perceptions on "Continuance Commitment" at $p < 0.001$ level ($F = 4.167$), and "Normative Commitment" at $p < 0.05$ level ($F = 2.234$).

In order to find out which particular groups had the greatest differences, Post hoc test by Tukey (HSD) was conducted. Results of multiple comparisons test for teachers' perceptions on organizational commitment grouped by schools were shown in Table 10.

Table 10 Results of Multiple Comparisons Test for Teachers' Perceptions on Organizational Commitment Grouped by Schools

Variable	School (I)	School (J)	Mean Difference (I-J)	p
Continuance Commitment	School A	School C	.530*	.008
		School D	.640*	.001
		School H	.559*	.007
	School F	School D	.500*	.024

Note: * The mean difference is significant at the 0.05 level.

According to Table 10, it was observed that there were significant differences in "Continuance Commitment" between School A and School C, School A and School D, and School A and School H. Moreover, there was significant difference in "Continuance Commitment" between School F and School D.

The mean values and standard deviations of teachers' perception on organizational commitment grouped by gender are shown in Table 11.

Table 11 Mean Values and Standard Deviations of Teachers' Perceptions on Organizational Commitment Grouped by Gender

Variable	Gender	Number of Teachers	Mean	SD
Affective Commitment	Male	31	4.05	.38
	Female	129	3.99	.43
Continuance Commitment	Male	31	3.98	.42
	Female	129	3.76	.50
Normative Commitment	Male	31	3.97	.36
	Female	129	3.85	.44
Overall Commitment	Male	31	4.00	.34
	Female	129	3.87	.39

Scoring range: 1.00-2.33=low level, 2.34-3.67=moderate level, 3.68-5.00=high level

According to Table 11, the mean values of male and female teachers were highest in "Affective Commitment".

In order to analyze whether there was a significant difference in teachers' perceptions on organizational commitment according to gender, independent samples t-test was employed. There were no significant differences in all dimensions of the organizational commitment perceived by gender.

Teachers were grouped by positions such as senior, junior, and primary teachers. Mean values and standard deviations for teachers’ perception on their organizational commitment according to positions are described in Table 12.

Table 12 Mean Values and Standard Deviations for Teachers’ Perceptions on Organizational Commitment Grouped by Positions

Variable	Position	N	Mean	SD
Affective Commitment	SAT	51	3.97	.45
	JAT	63	4.01	.44
	PAT	46	4.04	.38
Continuance Commitment	SAT	51	3.83	.49
	JAT	63	3.76	.39
	PAT	46	4.01	.42
Normative Commitment	SAT	51	3.82	.41
	JAT	63	3.80	.49
	PAT	46	3.81	.59
Overall Commitment	SAT	51	3.87	.42
	JAT	63	3.88	.42
	PAT	46	3.91	.44

Scoring range: 1.00-2.33=low level, 2.34-3.67=moderate level, 3.68-5.00=high level

SAT = Senior Assistant Teacher, PAT = Primary Assistant Teacher, JAT= Junior Assistant Teacher

According to Table 12, the mean values of teachers’ organizational commitment according to positions were at high level.

One-way ANOVA was used to examine whether there were statistically significant differences in teachers’ perceptions on their organizational commitment according to teachers’ position or not. There was no significant difference in teachers’ perceptions on organizational commitment according to grouped by teachers’ positions.

Total teaching service of teachers are also divided into four groups such as <5 years, 5 to 14 years, 15 to 24 year and > 24 years. In Table 13, mean value and standard deviations for the teachers’ perceptions on organizational commitment dimensions by teaching services are shown.

Table 13 Mean Values and Standard Deviations for Teachers’ Perceptions on Organizational Commitment Grouped by Teaching Services

Variable	Teaching Services	Number of Teachers	Mean	SD
Affective Commitment	<5 years	5	4.27	.19
	5-14 years	41	3.99	.44
	15-24 years	46	4.02	.37
	>24 years	68	3.99	.46
Continuance Commitment	<5 years	5	3.50	.37
	5-14 years	41	3.70	.58
	15-24 years	46	3.91	.46
	>24 years	68	3.81	.46
Normative Commitment	<5 years	5	4.00	.26
	5-14 years	41	3.82	.47
	15-24 years	46	3.87	.39
	>24 years	68	3.89	.43
Overall Commitment	<5 years	5	3.92	.23
	5-14 years	41	3.84	.43
	15-24 years	46	3.93	.35
	>24 years	68	3.90	.39

Scoring range: 1.00-2.33=low level, 2.34-3.67=moderate level, 3.68-5.00=high level

According to Table 13 y it was found that teachers will less than 5 years of teaching services rated the highest mean value in “Affective Commitment” and “Normative Commitment”, and the lowest mean values for “Continuance Commitment”. Teachers whose teaching service with (15-24 years) rated the highest mean values in “Continuance Commitment”. Teachers whose teaching service with (<5 years) was moderate in “Continuance Commitment”.

One way ANOVA was conducted to examine whether there were statistically significant differences in teachers’ perceptions on their organizational commitment according to teaching service. There was no significant difference in teachers’ perceptions on their organizational commitment according to teaching services.

The Relationship between Teachers’ Perception on School Culture and their Organizational Commitment

To investigate the relationship between school culture (independent variable) and teachers’ organizational commitment (dependent variable), the Pearson-product moment correlation coefficient was utilized. According to Cohen (1988), it can be interpreted that “r” between .50 to .69 would be described as “large”, “r” between .30 to .49 would be called “medium”, and “r” between .10 to .29 would be “small”. Table 14 showed the correlations between teachers’ perceptions on dimensions of school culture and their organizational Commitment in selected schools.

Table 14 Correlations between Teachers’ Perceptions on Dimensions of School Culture and their Organizational Commitment

Variables	1	2	3	4	5	6	7
Collaborative Leadership	1						
Teacher Collaboration	.599**	1					
Professional Development	.621**	.656**	1				
Unity of Purpose	.668**	.635**	.740**	1			
Collegial Support	.534**	.563**	.714**	.689**	1		
Learning Partnership	.625**	.687**	.737**	.654**	.653**	1	
Organizational Commitment	.236**	.165**	.362**	.276**	.324**	.211**	1

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

According to Table 14, it was found that the dimensions of school culture such as “Professional Development” ($r=.362$, $p=.000$) and “Collegial Support” ($r=.324$, $p=.000$) were moderately and positively correlated with teachers’ organizational commitment. “Collaborative Leadership” ($r=.236$, $p=.000$), “Teacher Collaboration” ($r=.165$, $p=.000$), “Unity of Purpose” ($r=.276$, $p=.000$), and “Learning Partnership” ($r=.211$, $p=.000$) was positive and weak correlated with organizational commitment.

Pearson-product moment correlation coefficient was computed to assess the correlation between school culture and teachers’ organizational commitment. Table 15 showed the correlation between school culture and teachers’ organizational commitment.

Table 15 Correlation between School Culture and Teachers' Organizational Commitment

Variables	1	2
School Culture	1	.311**
Teachers' Organizational Commitment	.311**	1

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

According to Table 15, it was found that the value of correlation coefficient is ($r=.311$, $p<0.01$) so, there is a statistically significant, moderate relationship between school culture and teachers' organizational commitment.

Discussion and Conclusion

Discussion

Analysis of quantitative data collected from the study attempted to answer the five research questions. **Research question one** investigated the perceptions of teachers on school culture at selected schools. When investigating the school culture perceived by teachers from selected high schools, although the overall school culture of the selected school was at high level, teachers from all selected schools perceived "Professional Development" highest and "Collaborative Leadership" lowest. The study outcomes suggested that teachers in selected schools had a high sense of their professional development. It can be concluded that teachers in all selected schools seek out their professional development and growth, value school-wide improvement, and increase their current knowledge about the learning process.

Research question two examined significant difference in perceptions of teachers on school culture according to demographic data. According to gender, it was found that female teachers' perceptions are higher than male teachers in school culture and there was significant difference in "Learning Partnership". It can be interpreted that the female teachers are more participated in "Learning Partnership" and their attitudes towards schools are better than those of male teachers. It was found that the teachers (senior teachers, junior teachers and primary teachers) are highly participated in "Professional Development". According to this result, it can be assumed that all teachers value and try out to develop their professional development. According to teaching services, it was found that teachers with less than 5 years of teaching service less perceived in "Learning Partnership" than other teachers. Thus, it can be said that the more teaching services, the teachers have, the stronger their learning partnership.

Research question three investigated the teachers' perceptions on their organizational commitment. It was found that teachers from selected schools more preferred "Affective Commitment" and less preferred "Continuance Commitment". It can vividly be seen that teachers in selected schools want to spend the rest of their career with their schools, they commit to achieve the objectives of the school, and they are satisfied with the work they are doing. They thought their school's problems as their own.

Research question four examined significant difference in perceptions of teachers on their organizational commitment according to their demographic data. According to gender, it was found that male teachers were highly committed in organizational commitment compared to female teachers, and it can be said that male teachers are more committed to their organization than female teachers. But, there were no statistically significant differences in all dimensions of organizational commitment perceived by gender. In addition, according to positions, it is found that the teachers (senior teachers, junior teachers and primary teachers) are highly committed in "Affective Commitment". Regarding teaching services, it was found that teachers who had (<5) year of teaching service are less committed in "Continuance Commitment" than those who had

(5-14), (15-24) and (>24) years of teaching services. It can be said that the more teaching services they have, the more worried they become to leave their job because they have invested time and energy in their organization. They may consider the costs lost by leaving their schools. Therefore, it can be concluded that the more the teaching services, the greater the teachers continuously committed in the workplace.

Research question five found out whether there is any significant relationship between school culture and teachers' organizational commitment at selected schools. As a result, it was found that the dimensions of school culture: "Professional Development" and "Collegial Support" were moderately and positively correlated with Teachers' Organizational Commitment. "Collaborative Leadership", "Teacher Collaboration", "Unity of Purpose" and "Learning Partnership" had positive and weak correlation with Teachers' Organizational Commitment. There is a statistically significant and moderate relationship between school culture and teachers' organizational commitment. As school culture and its dimensions are important in organizational commitment, principals should create the school culture for improving teachers' commitment and student outcomes. Based on the result, it is suggested that the better the school culture, the stronger the teachers' commitment to their school.

Conclusion

It is obvious that, strong teacher-administrator relationships cultivate a positive school culture, help teachers support and participate in school policies, lead to better teacher classroom instruction, better student-teacher relationship, minimize teacher burnout. (Celik, 2002, as cited in Ayik & Atas, 2014) Therefore, the policy makers, especially the Ministry of Education should put more effort and attention to schools. And, administrative authorities should consider and understand the real situation of teachers in schools. In so doing, teaching and learning will become more effective, school excellence will be achieved, and the vision and mission of the Ministry of Education will materialize. In short, the findings of this study will be beneficial to teachers, principals and decision makers in formulating school policies and administrative measures to create school better places for teachers and students.

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