



## Relationship of Organizational Commitment and Organizational Culture with Job Performance of Secondary School Teachers

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### **Abstract**

*Educational organizations are becoming business institutions where academicians' organizational and cultural commitments are enriched to enhance their job performance. The current study was quantitative research based on the correlational design. The major objective of this research was to determine the relationship of organizational commitment and organizational culture with the job performance of secondary school teachers. The sample of this study consisted of 300 public secondary teachers selected through a simple random sampling technique from Lahore. Google Forms and surveys were applied to collect the data. The reliability of the Organizational Commitment Questionnaire for Teachers (OCQT), the Organizational Culture Questionnaire for Teachers (OCQT), and the Job Performance Questionnaire for Teachers (JPQT) was calculated by applying Cronbach's Alpha score of; .952 .901, and .943 respectively. The Pearson correlation was applied to explore the relationship of organizational commitment and organizational culture with teachers' job performance. The results of the current study revealed that there was a moderate association between organizational commitment and organizational culture with job performance. Teachers training institutions strengthen teachers' professional development regarding organizational commitment and organization culture to enhance teachers' job performance. The head teachers provide a supportive workplace environment for teachers to perform better through constructive feedback.*

**Key Words:** *Organizational commitment, organizational culture, job performance.*

### **INTRODUCTION**

Organizational commitment, organizational culture, and job performance are associated aspects of the organization. Organizational commitment describes to what extent an employee remains loyal and dedicated to their organization and contributes through their work for that organization. Organizational culture is the sum of shared values, beliefs, and practices that signify a particular organization having a specific social and psychological environment. Culture encompasses the collective wisdom and practices that guide group interactions and behaviors to foster internal unity of the organizational environment (Wilson, 2001). Organizational culture improves the basis of effectiveness through well-defined norms, values, and objectives of organizations. A well-established culture is essential for organizational performance, as it directly influences employees' behaviors and productivity. Employee's performance is considered as a backbone of any organization. The loyalty of employees is significantly enhanced by their knowledge and awareness of the organizational culture fostering a positive and engaged workforce (Mohsen et al., 2020). Organizations that have supportive culture experience higher organizational commitment that contribute toward



a committed employee in more driven, productive, and efficient at working toward organization success (Luthans, 2002).

Job performance encompasses the excellence and amount of work performed by employees in fulfilling their job responsibilities. Teachers perform multi dimensions duties during their work. These activities are related to enhance the development of an institution by fulfilling different tasks. Set of activities that employee performs during his job to enact the objectives set by institution is related to task performance. It totally depends on the efforts of employee to his work on a working place (Tolentino, 2013). Contextual performance is sole performance of employee to an institution as truthfulness, responsibility and willingness (Sutton & Watson, 2013).

Secondary education is a key stage influencing students' academic and socio-emotional paths. The provoking problems regarding education system of Pakistan are lack of organizational commitment, organizational cultural that leads to poor job performance of employees. Teachers' emotional attachment, engagement and loyalty with their institutions enhance their performance. A supportive culture enhances collaboration, innovation, and job satisfaction that enhance performance. The studies associate organizational commitment and culture to performance in educational contexts. Limited studies explore the link between culture and commitment in shaping teacher performance. Through this study social exchange theory and organizational support theory may be tested. This study bridges theoretical and practical gaps by revealing how organizational dynamics shape teacher performance. By offering evidence-based strategies for school improvement, it aims to enhance educational outcomes, support teacher well-being, and contribute to sustainable development in the education sector.

### **Significance of the Study**

Secondary school teachers' job performance is association with organizational commitment and organizational culture is essential to explore for better performance in modern era. The findings of this study inform policymakers on strategies to foster supportive cultures and boost teacher commitment through optimize school environments and professional development and resource allocation. The findings of this study are support secondary teachers to perform their duties in a best way through conducive culture within the organization to gain optimum results. The findings of this study are helpful for school leaders to strengthen teacher performance through workforce readiness. This study results not only advances academic understanding but also offers actionable solutions to real-world challenges in education

### **Research Objectives**

1. Find out the relationship between organizational commitment and job performance of secondary school teachers.
2. Determine the relationship between organizational commitment and organizational culture with job performance at secondary school level.

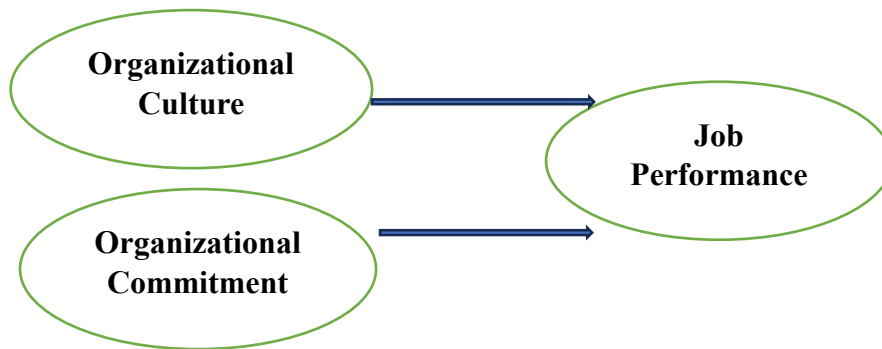
### **Theoretical Framework**

Social exchange theory and expectancy theory provide insights into the mechanisms through which organizational commitment influences employee behavior and performance (Luthans, 2002). Meyer and Allen model of commitment (1991) provides conceptualization of organizational commitment. This model contains mindsets for employees to be committed to organization. The perception of employees' organizational commitment towards institution

is important construct (Alsiewi et al., 2016). Yang (2003), Organization cultural; Team work, task characteristics, interpersonal relation and commitment.

### 1.5 Conceptual Framework

A concept framework is the foundation upon which study is built. It acts as a lens through which one view one's study road map through variables, and relationship to be explored phenomenon. The current study conceptual framework includes organizational commitment, organizational culture and job performance.



### LITERATURE REVIEW

This study literature review of this study deals with organizational commitment, organizational culture, and job performance.

#### Organizational Commitment

Organizational commitment refers to the extent to which employees identify with and are dedicated to the goals and values of their employing organization. Various factors influencing teacher effectiveness but organizational commitment identified as a crucial determinant of job performance (Luthans, 2002). Organizational commitment is loyalty of employees towards organization. Organizational commitment is the willingness of teachers to contribute towards organization through loyalty in an educational context. Commitment of employees enhance by strengthening the feeling of accomplishment of employees task completion. Safe level of commitment reduces burnout among the teachers in organization (Nagar, 2012). Success of organizations depends on the commitment of employees to achieve the organizational goals with loyalty and efficiently (Sabri et al., 2011).

The organizational commitment of teachers is an imperative aspect of education at institutional level of any country. Teachers implement the educational policies at organizational level and responsible for superior institutions (Raman et al., 2015). The role played by organizational commitment is document in various studies that influence the Job performance. Committed teaching staff produced high Job performance in educational institute (Tolentino, 2013). Commitment is the acceptance of employee towards organizational goals that enhance their productivity. The current research followed the Mayer and Allen (1991) model which follows three-component model. These components have different types of associations for behavior and wellbeing of employees (Jaros, 2007; Meyer et al., 2013).



### **Dimensions of Organizational Commitment**

Organizational commitment contains three dimensions; affective, continuous, and normative commitment. Affective commitment refers to an employee's emotional attachment and involvement in the organization. Affective Commitment is the identification and involvement of employees with their organization. Affective Commitment is the involvement of employees, their emotional attachment and essential part of an organization. In the AC employees want to keep relationship with organization. The tendency to keep relationship serves as most beneficial factors for organizational commitment of employees to engage them in productive behavior that contribute in superior organizational performance (Meyer & Allen, 1997). Affective commitment is the individuals' satisfaction with organization as a part of that organization. This kind of feeling serve as a positive sign to enhance the commitment level and employees tend to work hard for the organizational befits. The best way to measure better work experience is through intended expectations, freedom from conflict, trust in organization, role clarity, and supervisory support. Whereas, competence measured through performance-based rewards, job challenges, autonomy, promotion prospect, decision making, opportunity for self-expression, and achievement (Malaysia, 2016). Continuous commitment refers to perceived costs of leaving the organization. Continuance commitment is a one's willingness to stay in an organization due to personal investments like non-transferable investments in form of retirement and working relationships. The employee's investment makes development of organizational specific job skills and working relationships. Individuals feel as must stay withinside the operating organization in any other case leaving could price a lot as only few employment alternatives available elsewhere. A key factor that determines continuous commitment is as one's preference to leave or stay within organization (Wong et al., 2002). Continuance commitment has predicted that Continuous commitment is based on the two factors such as investments and alternatives. The term side-bets as a portfolio of investments praised by individuals regarding what they may lose it if they exit from the organization. The perceived danger of losing such investments along with absence of any alternative to swap or makeup for the damage to them, commits them to remain in organization. This has been highlighted that job alternatives have strong negative relation with Continuance commitment (Jaros, 2007).

Normative commitment involves an employee's feelings of obligation to attach with the organization. This component helps in understanding various motivations behind employees' decisions to stay with or leave an organization. Normative commitment implies to one's emotions of responsibilities to carry on job or employment in existing organization. It is an internalized normative pressure that focuses on one's act in such a way that enables them to meet organizational objectives, interest and goals. Extensive studies have designed on normative commitment, especially, in relation to psychological contract between employee and employer. Normative commitment is introduced as an employee's moral commitment which manifests when an organization provides financial and moral support towards employees' development (Allen & Meyer, 1990). In a teaching context, a high level of normative commitment represents teachers' ethical and moral beliefs that it is right to continue and stay within the institute. It proposes, worker who signify great degree of normative commitment stay on, for reason that they think to deliver more in their parent organization. Normative commitment shape-up, when academic staff develops themselves socially among students and colleagues by incorporating organizational norms and ethical



values. Normative commitment represents workers previous thoughts, opinions, attitudes before appointing in organization (Newman et al., 2016).

### **Organizational culture**

Organizational culture supports teachers' loyalty to organization. It reflects the strength of teachers' with their institution and their level of involvement. It is observed that organizational culture is the loyalty towards obtaining organization goals (Mohamadkhani & Lalardi, 2012; Nguyen & Ngo, 2020). The concept of culture originally emerged from ethics and within the disciplines of sociology, anthropology, and social psychology. Organizational culture describes collective morals, beliefs, customs, and practices that actually shape how workers perform within an organization (Lubis & Hanum, 2020). It is the environment of that organization which influences everything from communication to decision-making for shaping attitudes and behavior of employees' (Lubis & Hanum, 2020; Nguyen & Ngo, 2020). Employees behavior about organizational commitment is key dimension in organizational research and important to assess the relationship between employees behavior and organization commitment (Alsiewi et al., 2016; Nguyen & Ngo, 2020). Behavior shape decisions making, organization structure, and power distribution in an Organization. Culture is both tangible and intangible environment shaping people interactions and collective experiences (Putriana et al., 2015; Schein, 2004). Organizational culture significantly influences job performance within organization. A positive culture fosters collaboration and employee engagement. When employees align with the culture of an organization, they stay and thrive in their roles. A positive culture drives job satisfaction and effective performance, benefits both employees and the organization (Putriana et al., 2015). A well-established culture is fundamental to organizational performance, with employee performance being the backbone that drives development. Employee loyalty and commitment are closely tied to their understanding and awareness of the organizational culture, which in turns fosters positive behaviors and a more productive work environment. In, essence, a strong organizational culture underpins both individual and collective success (Putriana et al., 2015).

### **Dimensions of Organizational Culture**

Organizational culture includes two dimensions, first related to management and leader and secondly organizational culture related to employees. Leaders and managers observe organizational culture through their actions and decisions. The shared valued are important and how things are working among the members of organization. Organizational culture related to management, leader and job performance are connected with each other. Leaders and managers design cultural values, believe, and traits of an organization. Leaders operate organizational cultures framework by upholding rules, and norms. Leaders follow visions and mission to achieve organization goals through leaders and followers shared mutual interest (Schein, 2004). Leader and managers develop meaningful knowledge to foster collaboration and sharing information among all employees. The primary challenge for leader is to develop the cultural values among employees and maintain cultural within the organization. This involves understanding the existing cultural dynamic and integrating new practices that support the organizations mission and vision. It is the organizational culture that shapes the leadership characteristics (Tang, 2006; Tolentino, 2023; Politis, 2002).

Cultured organizations develop future generation leaders on every organizational level to facilitate employees. Organizational culture influences behavioral change through framing the organizational culture (Ogbonna & Harris, 2000; Taormina, 2008). Organizational culture related to employes comprises the norms, values, and beliefs that dictate how employees



behave within an organization. It represents the actual practices and behaviors within the organization for its accomplishment and growth. The primary goal of organizational culture is to ensure employee satisfaction and enhance their productivity. Organizational culture has substantial impact on employee's performance, shaping their behaviors, motivation, and overall effectiveness in their roles (Mohsen et al., 2020; O'Toole, 2002). Organizational culture is connected with employees' performance. Sustainable organizational culture significantly contributes the organization long-term performance through supportive and productive work environment. Teachers' responsibility with organization is based on teacher's awareness that influence the organization culture. Supportive institutional culture yields positive performance of teachers for the organization (Magee, 2002; Saad & Abbas, 2018).

### **Job Performance**

Job performance refers to what extent an individual can contribute through their behavior and work of an organization success. Job performance of teachers shows motivation, support, engagement, and loyalty to their task. Performance analyzes self-confidence, inspiration and obtaining job objectives of the organization (Motowidlo, 2000).

### **Dimensions of Job Performance**

Task performance and contextual performance are key aspects of job performance. Task performance refers to the effectiveness through which an employee obtained through their assigned task. Task performance includes employee's supervision and strategic planning. Contextual performance refers to the employee's behavior associated with organization's social and psychological environment. Contextual performance significantly contributes to the organization success through psychological and social factors (Motowidlo, 2000). Behavioral contextual performance helps to get oriented towards socially engage in performing their core responsibilities. It also involves the behaviors that enhance the development of the working climate and level of commitment to the organization. Tasks interest, volunteer support, and collaboration with colleagues' contribute to achieve the optimal work place results (Motowidlo, 2000; Van Scotter et al., 2000).

A study was conducted by Erlangga et al., (2021), Indonesia to analyze the effect of organizational commitment on job satisfaction and job performance of the secondary school teachers. The population of the study were 150 school teachers. The data was collected through questionnaire through simple random sampling techniques. The data was analyzed by smart PLS. It was concluded organizational commitment effects the job performance of school teachers.

A study was structured by Fajrin et al., (2018) to explore the influence of organizational commitment and organizational culture on job performance in Indonesia. 47 respondents were selected as a sample through a simple random sampling technique. The data was analyzed through SPSS by applying alpha coefficient. The results of the study reported direct influence of organizational culture on employees' performance.

## **RESEARCH METHODOLOGY**

The current study was quantitative research based on the correlational research design. The major objective of this research was to determine the relationship of organizational commitment and organizational culture with the job performance of secondary school teachers. All public sector secondary school teachers were the population of this study. A sample of 300 respondents were selected from district Lahore through a simple random

sampling technique. The structured questionnaire of Organizational Commitment Questionnaire for Teachers (OCQT) of Allen and Meyer (1990), Organizational Culture Questionnaire (OCQ) of Yang (2003), Job Performance Questionnaire for Teachers (JPQT) of Goodman and Svyantek (1999) were adopted for the data collection of this study. The organizational commitment comprises three dimensions; affective commitment, continuous commitment and normative commitment while job performance encompasses task performance and contextual performance. Questionnaires were validated by educational experts. The reliability of the OCQT, OCQT, and JPQT was calculated by applying Cronbach’s Alpha score of; .952, .901, and .943 respectively. Ethical considerations of voluntary participation, anonymity, privacy, and confidentiality were confirmed by the participants during the research process.

**Data Analysis and Interpretation**

The collected data were analyzed applying The Pearson correlation to explore the relationship of organizational commitment and organizational culture with teachers' job performance.

**Table 1** *Relationship between Organizational Commitment and Job Performance*

<i>Variables</i>	<i>OCM</i>	<i>JP</i>
Organizational Commitment	1	
Job Performance	.603**	1

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

Table 1 explored the relationship between organizational commitment and job performance, a Pearson Correlation analysis was conducted. The results indicated a moderate association between organizational commitment and Job Performance, with an r value of .603.

**Table 2** *Relationship of Organizational Commitment and Organizational Culture with Job Performance*

<i>Variables</i>	<i>AVOCM</i>	<i>AVOCLT</i>	<i>AVJP</i>
Organizational Commitment	1		
Organizational Culture	.558**	1	
Job Performance	.603**	.421**	1

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

Table 2 explored the relationship between organizational commitment and organizational culture with job performance. A Pearson Correlation analysis was applied to explore the phenomena. The results showed a moderate association between organizational commitment and organizational culture with job performance, with r values of .558, .603 and .421 respectively.

**Results**

- There was moderate association of organizational commitment with job performance.
- There was moderate association of organizational commitment and organizational culture with job performance.



### Conclusions

The results of the study described that respondents were well aware about this study variables organizational commitment, organizational culture and job performance. There was a moderate relationship of all the dimensions of organizational commitment, organizational culture with job performance. Furthermore, organizational commitment and organizational culture had moderate correlation with job performance.

### Discussion

The current study emphasizes the contribution of organizational commitment and culture in enhancing the job performance of public sector secondary school teachers. The current study results explored that organizational commitment, and organizational culture has moderate relationship with job performance was consistent with the study planned by Erlangga et al., (2021) that organizational commitment and organizational commitment had significant effect on the job performance of teachers in Indonesia. In the same vein, the study framed by Wambugu (2014) showed that job performance of institution depends upon the culture of an organization and positive culture influence the job performance of employees in an organization in Kenya.

### Recommendations

Policymakers integrate organizational dynamics into curricula to promote teacher well-being. School leadership cultivates a positive organizational commitment, and culture to enhance teachers' job performance. Teacher training institutions provide professional development and mental health resources to foster collaborative environments. Teacher training institutions include modules on navigating organizational commitment, and organizational culture in teacher training. The head teachers provide a supportive workplace environment for teachers to perform better through constructive feedback.

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