Organizational Climate and Citizenship Behavior to Teachers' Commitment and Satisfaction

Lester I. Cabuhayan & Elsa C. Callo, EdD

official email address: lester.cabuhayan@deped.gov.ph

Elementary Grade Teacher II, Lutucan 1 Elementary School, Sariaya, Quezon, 4322, Philippines
Professor, Laguna State Polytecnic University-San Pablo, San Pablo City, Laguna, 4000, Philippines

Abstract

This study analyzed and determined the relationship between organizational climate and citizenship behavior to teachers' commitment and satisfaction. This study utilized a descriptive-correlational type of research. The study's respondents were 147 elementary teachers currently employed in 23 schools in Sariaya West District, Division of Quezon. The study utilized a researcher-made questionnaire distributed through Google Forms for convenient distribution and data gathering. The findings revealed a statistically significant moderate to strong positive correlation between organizational citizenship behavior and organizational climate. Also, there is a positive association between organizational citizenship behavior to teachers' work commitment and job satisfaction. The organizational climate is also significantly associated with teachers' commitment and satisfaction. Thus, neither the association between organizational citizenship and teachers' commitment nor the connection between organizational citizenship and work satisfaction is mediated by the dimensions of the organizational climate.

Based on the study results, educational administrators may develop an OCB idea to increase teaching quality in all areas. They may explore the root cause(s) of teachers' greater degrees of commitment and satisfaction. The research study recommends that administrators develop and test a complete model that considers various variables to establish whether other factors may mediate organizational citizenship behavior, job satisfaction, and teacher commitment.

Keywords: Organizational Climate*;* Organizational Citizenship Behavior*;*, T*eachers'* Commitment*;* Job Satisfaction

1. Introduction

In our country, the Philippines, teachers perform a vital and dynamic role. They serve as the main component of the educational system and carry out crucial functions. Due to employment demands and relationships, their performance relies on their dedication. Important characteristics that are beneficial or detrimental to worker effectiveness have been identified by analyzing their behavior within an organizational context. To achieve the highest level of organizational performance and long-term success, it is crucial to concentrate on the demands of human resources (Malik et al., 2017).

According to Olurotimi & Abdulrauf (2015), teacher dedication is an expenditure of personal resources correlated with teachers' performance on the job. To identify commitment foci in their professional activity, teachers may assess their levels of commitment. A teacher is believed to have little influence over their commitment to the students, the school or organization, their career development, their professional knowledge base, or the teaching profession.

It is widely acknowledged that public school teachers in the Philippines consistently work too many hours. Several issues have been hot themes of conversation among educators in recent years, such as the issue of job satisfaction, working environment, and teacher quality (Nagar, 2012). Teachers' dedication and contentment are

regarded as the most important components for the future success of education, even though teaching is a difficult and demanding career (Chavez, 2012).

Magna Carta for Public School Teachers, also known as Republic Act No. 4670, is a law that, according to its declaration policy, "aims to promote and improve the social and economic status of public school teachers, their living and working conditions, their terms of employment and career prospects so that they may compare favorably with existing opportunities in other walks of life, attract and retain in the teaching profession." Teachers must, however, adapt to and fulfill new demands from the organization and students, parents, and other educational stakeholders due to ongoing educational innovations.

Hasanah et al. (2020) describe job satisfaction as an employee's attitude toward their work that is influenced by their assessment of actual results relative to desired results. The significance of the study's findings stems from the relationship between job satisfaction and several advantageous outcomes, such as enhanced job performance, good work values, elevated employee motivation, decreased absenteeism, employee turnover, and weariness.

On the other hand, the atmosphere of every institution is one of its most important characteristics. The workplace culture favorably impacts motivation, affecting behaviors like satisfaction, effectiveness, and organizational commitment. When educators are fully committed to their institutions, they display great levels of drive and dedication. An organization's workplace culture affects how employees or workers behave, are motivated, and engage in work. Among others, Abun et al. Creating a positive and healthy work environment encourages commitment and job satisfaction (Khan, 2019).

Organizational citizenship behaviors (OCB) have received much attention from academics, researchers, and business professionals. According to research, OCB implementation may result in improved student academic performance, higher teacher job satisfaction, greater personal fulfillment, and improved school reputation and image. 2019 (Choong et al.). Additionally, the idea behind organizational citizenship behavior asserts that it can improve worker management and productivity, resulting in a more balanced organizational performance (Ali & Waqar, 2013).

With this, there is a need for the school organizations to look into a wider perspective of handling its teachers, including its organizational climate and citizenship behaviors. It is important to identify the factors that can affect teachers' satisfaction and commitment to fulfill their role as teachers and as essential key players in an organization.

2. Literature Review
2.1 Organizational Climate

Committing to an individual's work fosters a thriving organizational culture. The impact on organizational productivity can be significant as individual behavior plays a crucial role in job performance. Despite established protocols and procedures within an organization, the output can vary due to the distinctive qualities of every employee (Asio & Jimenez, 2020).

The organizational environment is a crucial determinant of employee well-being. The organizational climate is influenced by a variety of factors, including but not limited to empowerment, work area layout, managerial style, leader behavior, participation, and support (Randhawa & Kaur, 2014)

The organizational climate is a crucial aspect of the environment closely linked to employee behavior. It refers to the collective perceptions and interpretations of the policies, practices, and procedures that employees encounter and the behaviors that are incentivized, endorsed, and anticipated within the workplace (Schneider et al., 2013).

To Griffin & Moorhead (2014), organizational climate pertains to employees' perceptions, attitudes, recurring behavioral patterns, and emotions. Randhawa & Kaur (2014) define organizational climate as an organization's distinct and long-lasting feature that sets it apart. It encompasses members' shared perceptions of various aspects of the organization, including autonomy, trust, cohesiveness, support, recognition, innovation, and fairness. The organizational climate is created through interactions among members and serves as a framework for interpreting situations. It reflects the prevailing norms, values, and attitudes of the organization's culture and has the power to

shape behavior.

From a different standpoint, Miner (2015) summarizes the organizational climate, highlighting several key aspects. Firstly, the organizational climate is associated with sizable units with distinct characteristic features. Secondly, the organizational climate pertains to the description of an organizational unit rather than its evaluation. Thirdly, the organizational climate is derived from the practices of the organization. Lastly, the organizational climate impacts the behavior and attitudes of its members.

To fully recognize an employee's perception of organizational climate, it is essential to consider their perceptions of the work situation, encompassing the attributes of the organization they are employed by and the quality of their interpersonal relationships with colleagues in the same milieu (Berberoglu, 2018).

2.2 Organizational Citizenship Behavior

Luthans (2005, in Priyono et. at, 2021) defines Organizational Citizenship Behavior (OCB) as the discretionary behavior of individuals within an organization that is not explicitly or directly controlled by a formal reward system. OCB is characterized by the voluntary nature of the behavior and its gradual contribution to the effective functioning of the organization. The personality factors of organizational citizenship indicate the cooperative, helpful, caring, and honest traits teachers exhibit. Educators participate in OCB to contribute to the organization, as evidenced by their overall disposition (Chidir et al., 2020).

The influence of organizational citizenship on an organization's ability to achieve its objectives is substantial. In educational institutions where educators exhibit a significant degree of organizational citizenship behaviors, they attempt to enhance their professional competencies to cater to the requirements of learners and facilitate the attainment of the institution's objectives in a proficient and timely manner (Avcı, 2015).

In educational institutions where organizational citizenship behaviors are present, educators adhere to regulations and exhibit conscientiousness, timeliness, and diligence in the execution of their responsibilities. Individuals articulate their thoughts freely through personal and professional growth. Individuals demonstrate their commitment to the organization by assisting their colleagues and students beyond their designated responsibilities, collaborating by leveraging their diverse skill sets and exertions and prioritizing the organization's interests over their own. Individuals are willing to engage in activities beyond their prescribed responsibilities, generating proposals to enhance the caliber of courses, programs, and other undertakings within the academic institution (Çimen, 2016).

Organizational Citizenship Behavior (OCB) comprises five dimensions: altruism, courtesy, conscientiousness, sportsmanship, and civic virtue. Many studies and advancements have been made in measuring an individual's Organizational Citizenship Behavior dimension. As cited in the study of Shamsuddin et al. (2020), it is identified that several dimensions of Organizational Citizenship Behavior (OCB) including helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self-development. Dekas et al. (2013) identified multiple dimensions of Organizational Citizenship Behaviour (OCB), including helping, voice, civic virtue, social participation, and employee sustainability.

2.3 Organizational Commitment

The concept of commitment is a fundamental aspect of human social existence. Making commitments can result in individuals exhibiting predictable behavior, even when faced with changes in their desires and interests. This can aid in planning and coordinating collaborative efforts involving multiple parties. In addition, commitment plays a crucial role in promoting cooperation among individuals by fostering their willingness to participate in collective endeavors that they might otherwise decline to engage in absent a shared commitment among the group (Michael & Pacherie, 2015).

Luthans (2012) defines organizational commitment as a strong desire to join the organization and a significant readiness to endorse and embrace the organization's values and objectives. Luthans posited that commitment could be construed as an individual's allegiance to the organization, wherein each member remains attentive to the organization's advancement continuously.

Commitment has been analyzed from various perspectives in literature. Certain writers consider commitment as a component of organizational effectiveness. It is viewed as a factor that enhances organizational effectiveness by enhancing the performance of employees and minimizing turnover. Research has demonstrated that organizational commitment is positively associated with organizational outcomes such as job satisfaction, motivation, and attendance while negatively associated with absenteeism and labor turnover (Bakan, 2011).

Similarly, Yahaya and Ebrahim (2016) posited that the construct of organizational commitment has garnered significant interest among scholars. Organizational literature has attributed prominence to commitment due to its consistent recognition as a crucial determinant of organizational work behavior. Employee commitment is a crucial factor that establishes a connection between employees and the organization, ultimately leading to the success of the organization. Research has demonstrated that commitment is significantly associated with favorable organizational consequences, including enhanced job performance, heightened employee contentment, and reduced turnover rates.

An individual's level of organizational commitment is influenced by both personal traits and situational factors associated with the work setting or the organization. Organizational commitment is a mutual arrangement that facilitates the attainment of organizational objectives, establishes incentives, and delineates consequences for non-compliance. Hence, the signs created can serve as a reference for staff members to execute their responsibilities, values, and tasks (Oemar, 2013).

Organizational commitment holds significant importance in the management literature. Various studies have suggested that the commitment of teachers toward their school can serve as a crucial predictor of their job performance. This is because such commitment is positively associated with job satisfaction and the determination to achieve organizational objectives (Devos et al., 2014).

2.4 Job Satisfaction

Enhancing the standard of education and instruction in schools is a crucial challenge educators encounter. Quality education is closely linked to the quality of teaching and learning, which can be facilitated by a positive organizational climate within schools and high levels of job satisfaction among teachers. Enhancing job satisfaction among teachers can lead to the retention of high-quality educators, thereby improving their instructional competencies and capabilities (Ghavifekr & Pillai, 2016).

The concept of job satisfaction refers to the level of fulfillment that employees experience in their place of work. The scope of it extends beyond the routine duties of employees to include their satisfaction with coworkers and supervisors, their satisfaction with institutional mandates, and the effects of their occupation on the personal lives of their subordinates (BasuMallik, 2020).

Bota (2013) explained in his study that Job satisfaction is multidimensional, including compensation, workplace safety, advancement opportunities, recognition and appreciation, decision-making power and influence, and a sense of productive, useful, and well-done work. Each factor may play a role in varying degrees in determining job satisfaction.

Several factors, some in individual order - age, education, skills, work experience, other organizational arrangements -organizational climate, working conditions, policy, and organizational management, and last but not least, personality factors, contribute to an individual's job satisfaction. (Anastasiou & Garamentsi, 2021).

As mentioned in the study by Melaku & Hundii (2020), the level of motivation among teachers in Ethiopia is significantly affected. Many educators nationwide cannot meet a substantial portion of their fundamental requirements. Moreover, the decline in social status, recognition, progress, and social acceptance has decreased motivation among numerous educators, leading to poor work performance and a willingness to depart from the profession in search of better remfor range of internal and external factors influence teachers' satisfaction. These factors include individual characteristics, the nature of the work itself, organizational factors, and broader social contextual factors. The established relationship between the job satisfaction of teachers and various personal and demographic factors, including age and level of education, as well as the characteristics of their teaching work, such as school leadership and culture, compensation, workplace conditions and instructional amenities, psychological

support and feedback from their superiors, discretion, involvement in making decisions, and social views towards the teaching profession, has been established (Rautakivi et al., 2019).

3. Conceptual Framework

The figure below explains the relationship between the independent, dependent and mediating variables. The independent variable consisted of the dimensions of organizational citizenship behavior: altruism, conscientiousness, civic virtue, sportsmanship, courtesy, helping behavior, and transformational leadership. The study's dependent variables involve teachers' commitment consisting of affective, continuance and normative, while job satisfaction comprises salary, promotion, coworkers, work itself and supervision. The mediating variable consisted of organizational climate components involving goals, role, rewards, practices, and communication.
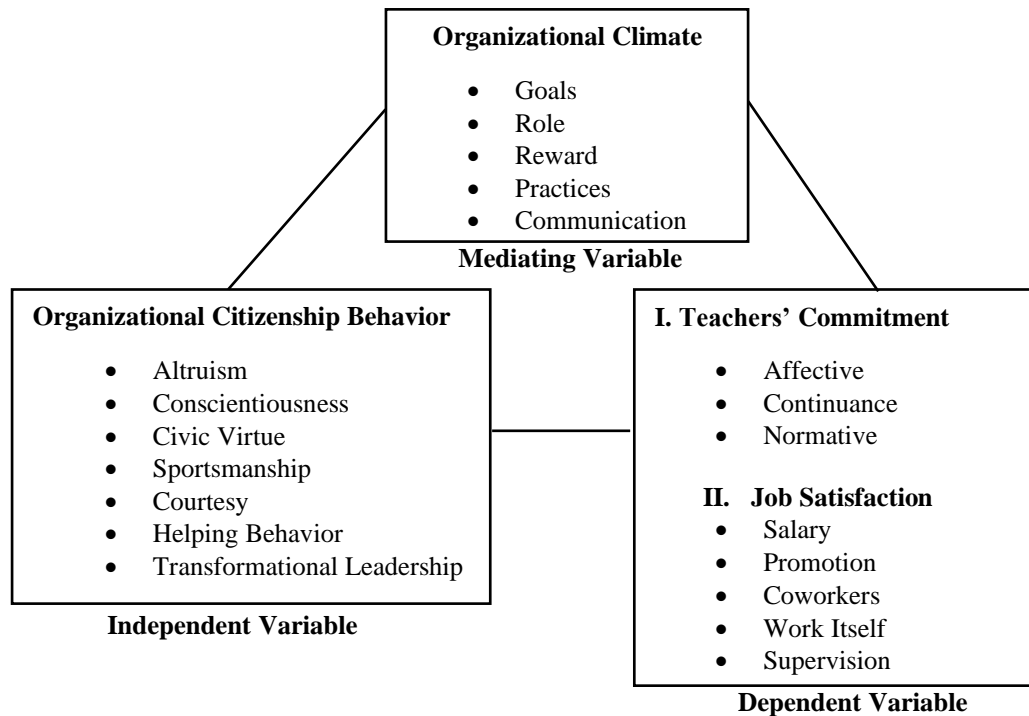
Organizational Climate

- Goals
- Role
- Reward
- Practices
- Communication

Mediating Variable

Organizational Citizenship Behavior

- Altruism
- Conscientiousness
- Civic Virtue
- Sportsmanship
- Courtesy
- Helping Behavior
- Transformational Leadership

Independent Variable

I. Teachers' Commitment

- Affective
- Continuance
- Normative

II. Job Satisfaction
- Salary
- Promotion
- Coworkers
- Work Itself
- Supervision

Dependent Variable

Figure 1. Research Paradigm.

4. Hypotheses
The following hypotheses were posited in the study:
1. There is no significant relationship between the organizational citizenship behavior to organizational climate, teachers' commitment, and satisfaction.
2. There is no significant relationship between the organizational climate and to teachers' commitment and satisfaction.
3. There is no significant mediating relationship of organizational climate between organizational citizenship behavior and teachers' commitment, and organizational citizenship behavior and job satisfaction.

5. Methodology

The study utilized a descriptive correlational research design commonly used in an investigation. This design shows the relationship of organizational commitment and citizenship behavior to teachers' commitment and satisfaction. Descriptive research is used to portray numerous kinds of survey research that analysts use to get observations, conclusions, and objectives. The descriptive design is employed in the study as it focuses on the present condition to find the new truth wherein events are recorded, described, interpreted, analyzed, and compared (Mittal,

2010). Meanwhile, correlational research identified relationships and influence among variables and conjectured results from current information and gathered data. Significant issues are singled out for conclusion, and recommendations are for analyzing the data collected (Curtis E. et al.,2016). This study is composed of 147 teacher-respondents from 23 public elementary schools in Sariaya West District, Division of Quezon. The researcher randomly selected them because they can provide needed information about the study conducted. They were described in terms of gender, civil status, educational attainment, and designation. The researcher used a research-made survey questionnaire as the main instrument to attain and gather the data needed. It was based on the variables divided into four parts: organizational climate, organizational citizenship behavior, organizational commitment and job satisfaction. The researcher also tapped one school principal, one head teacher, one master teacher, and a language expert from Sariaya West District to check and confirm the instrument's content to ensure its anchorage and compliance with the research paradigm and problem statement. The items in the questionnaire were analyzed to assess its reliability index after subjecting the said instrument to pilot testing. Its reliability index was verified and analyzed with the help of Cronbach's Alpha on the indicators in the sub-variables. In response to describe the organizational climate and organizational citizenship behavior of teachers, Mean and Standard Deviation were used. To give analysis on the descriptive part of the teachers' commitment and job satisfaction, Mean and Standard Deviation were also utilized. To determine whether the organizational climate and citizenship behavior are significantly related to the teachers' commitment and job satisfaction, Pearson Product Moment Correlation Coefficient was employed. Mediation analyses were used to determine the effect of the organizational climate as a mediating variable on citizenship behavior, teachers' commitment, and job satisfaction.

6. Result

Table 1. Test of Relationship Between Organizational Citizenship Behavior and Organizational Climate

Organizational Citizenship Behavior	Organizational Climate				
	Goals	Role	Reward	Practices	Communication
Altruism	.663**	.747**	.701**	.670**	.714**
Conscientiousness	.727**	.748**	.569**	.706**	.742**
Civic Virtue	.645**	.685**	.475**	.622**	.685**
Sportsmanship	.634**	.583**	.448**	.700**	.613**
Courtesy	.634**	.583**	.448**	.700**	.613**
Helping Behavior	.615**	.642**	.441**	.674**	.666**
Transformational Leaders	.589**	.570**	.496**	.557**	.692**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

According to an analysis of the relationship between organizational citizenship behavior and climate, most of the above factors significantly impact the correlation between organizational citizenship behaviors and climate. It has been proven that organizational climate, among other organizational aspects, influences organizational citizenship behavior. Altruism and role (r = 0.747) obtained the highest correlation value. Regarding the current school situation, it is shown that the organizational climate relative to its goals, role, rewards, practices, and communication may influence organizational behavior. Every organizational climate is psychologically distinct from the others in some manner. When a person works in a pleasant atmosphere and is content, there is a link between those elements and an organization's performance. Therefore, it was discovered that teachers exhibit superior organizational behavior due to the positive atmosphere they absorbed from the school organization.

The organizational environment teachers encounter at work is also considered in terms of their care for the well-being of others. Because of the significant relationship between teachers' behavior and organizational climate, a good workplace culture helps teachers demonstrate remarkable performance in light of all organizational climate-relevant aspects. It is vital to understand the corporate environment to understand how teachers behave at work.

Teachers may assist students in developing positive social attitudes and concepts by having a positive perspective and participating in organizational behavior (Jiang et al., 2019).

Good citizenship behavior is thought to boost employee productivity and minimize attrition by influencing how people feel about their workplace and motivation, both variables affecting output. All organizational climate factors, such as objectives, roles, incentives, norms, and communication, are shown in the table to influence organizational behavior owing to their interconnectedness. Organizational processes and the climate in the school system undoubtedly influence both teachers' behavior and overall organizational performance since organizational performance may be defined as each employee's impression of the organization's effectiveness.

Table 2. Test of Relationship Between Organizational Citizenship Behavior and Teachers' Commitment

Organizational Citizenship Behavior	Teachers' Commitment		
	Affective	Continuance	Normative
Altruism	.713**	.571**	.585**
Conscientiousness	.679**	.569**	.610**
Civic Virtue	.648**	.614**	.615**
Sportsmanship	.675**	.595**	.652**
Courtesy	.644**	.586**	.566**
Helping Behavior	.622**	.571**	.602**
Transformational Leadership	.667**	.609**	.681**

**Correlation is significant at the 0.01 level (2-tailed).   *Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

The findings of the study reveal a moderate to considerably positive relationship between the factors impacting teachers' commitment and the organizational citizenship behavior qualities discussed above. Altruism and teachers' commitment to affective (r = 0.713) got the highest correlation value. In the context of the current circumstance, this implies that these two factors impacted each other since they happened to intersect with the experiences of the teachers. In its affective sense, commitment refers to an employee's emotional connection to the school, expressing their desire to be a part of it. It highlighted how the values of an organization impact how loyal a person is. Furthermore, the teachers' commitment to being affective, continuance, and normative is significantly associated with the organizational behavior they encounter in the long run. As a consequence of the manifestation of greater organizational citizenship behavior, the employee wants to be affiliated with the organization and participate in its objectives.

In this manner, the table demonstrates a significant positive connection between organizational behavior and teacher commitment. Teachers' dedication to their students must be considered to foster a healthy learning environment. It is shown that the teachers have a degree of dedication that enables them to deliver a better education for their students, which is also impacted by good organizational behavior observed at work. Thus, organizational commitment manifests a person's views and attitudes toward the organization through their behaviors inside the organization (Sahinbaş, 2018). In this sense, a teacher might be committed to one school's aims and concepts while staying committed to the principles of another. Teachers have shown a commitment to and constructive involvement with the organization's conduct.

Teachers' dedication to their job may be part of their commitment to educational institutions. Establishing organizational commitment among teachers will be easy and possible if there is a commitment to the profession and a positive manifestation of organizational behavior. As a result, the nature of their job, the teachers' impressions of the teaching profession, and the school's communication system directly impact their devotion to their vocation. As a result, if teachers are dissatisfied with their jobs, it might be because of poor organizational citizenship at their workplace. Thus, this condition will make it more difficult for the school to achieve its objectives and harm that capability.

Table 3. Test of Relationship Between Organizational Citizenship Behavior and Job Satisfaction

Organizational Citizenship Behavior	Job Satisfaction				
	Salary	Promotion	Coworkers	Work Itself	Supervision
Altruism	.447**	.436**	.574**	.606**	.603**
Conscientiousness	.416**	.538**	.605**	.593**	.629**
Civic Virtue	.416**	.538**	.605**	.593**	.629**
Sportsmanship	.544**	.559**	.552**	.529**	.626**
Courtesy	.373**	.531**	.661**	.606**	.608**
Helping Behavior	.332**	.473**	.593**	.554**	.601**
Transformational Leaders	.482**	.563**	.551**	.588**	.623**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

According to the findings, organizational citizenship behavior and job satisfaction are positively to moderately associated. The test results demonstrated that the elements may interact with the organization's activities, directly influencing teachers' job satisfaction. Based on the result, courtesy and co-workers' job satisfaction (r=0.661) obtained the greatest correlation value. In the educational setting, highly motivated and optimistic workers may exert more effort and perform better, related to their employer's organizational citizenship behavior. About the current situation, increasing workplace satisfaction encourages teachers to do more pro-company behaviors while discouraging them from doing so on purpose.

A strong organizational citizenship behavior may help teachers feel fulfilled and committed to their jobs. The results indicate that these factors are interconnected and may impact one another. It has been shown that organizational citizenship behavior should drive workers to take on more responsibility and act impartially for an organization to prosper. Teachers who maintain high standards of corporate citizenship conduct will help the school achieve its goals and improve its effectiveness and success. As a result, to improve corporate citizenship behavior, it is critical to ensure that workers are content with their jobs.

An organization's capacity to operate successfully and actively depends on its ability to demonstrate good civic behavior. Teachers will be pleased with their work and more dedicated to pro-organizational proactivity due to the organization's positive efforts. As a result, the teachers' interpersonal contacts with their organization and degree of job satisfaction are critical (Van et al., 2014). According to the research, teachers' conduct is a good measure of job satisfaction. Given the substantial and positive relationship between corporate citizenship conduct and teacher satisfaction, it is plausible that environments impact how effectively teachers operate. By maintaining better organizational behavior, they may improve their proficiency and productivity at work.

Table 4. Test of Relationship Between Organizational Climate Teachers' Commitment

Organizational Climate	Teachers' Commitment		
	Affective	Continuance	Normative
Goals	.632**	.503**	.495**
Role	.618**	.506**	.479**
Rewards	540**	.507**	.440**
Practices	.620**	.510**	.456**
Communication	.573**	.554**	.607**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

The results show a positive to a moderately significant association between organizational climate and teachers' commitment. The passion and professionalism of teachers have a considerable influence on the functioning of a school. Based on the results, the organization's goals and teachers' commitment in terms of affective (r = 0.632) got the highest correlation value. In relation to the present situation, teachers who are driven and dedicated to their work perform better and are more actively engaged in classroom activities because they are willing to put in the effort necessary to attain organizational goals. Because the workplace atmosphere can impact teachers' commitment to their jobs, it is vital to assess it. The study's findings indicate a substantial, moderate, and positive association between teachers' devotion and the identified organizational environment characteristics. This demonstrates a link between the organizational climate and teachers' commitment, which is critical to a school's performance.

The results also show that the school's performance will improve due to the teachers' commitment and the positive organizational climate. Teachers' dedication and ability to educate are vital but can only function in a classroom atmosphere that values respect, accountability, and acknowledgment (Manla, 2021). A collaborative school climate and teacher engagement in decision-making are closely linked to improved morale, a more profound commitment to teaching, and plans to stay in the profession. Having a teacher with a high level of dedication is beneficial to any school. A dedicated teacher will work more, come on time more often, and leave the classroom less often. As a result, it is believed that the classroom climate influences teachers' dedication and commitment. Thus, teachers dedicated to the teaching and learning process will impact the success of their school.

In this manner, teachers will feel more at ease working with their colleagues if their workplace is open and friendly, and they will be motivated if their leaders are courteous and attentive to the needs of the employees. This is particularly true when they are going through a difficult period. This is supported by the idea that school is a haven for real life and a catalyst for transformation and socializing. The results indicated that the institution's organizational culture and working environment determine how devoted and committed teachers are to their careers. The school climate has an impact on teachers' commitment to the organization.

Table 5. Test of Relationship Between Organizational Climate Job Satisfaction

Organizational Climate	Job Satisfaction				
	Salary	Promotion	Coworkers	Work Itself	Supervision
Goals	.357**	.397**	.575**	.581**	.562**
Role	.351**	.362**	.530**	.604**	.534**
Reward	.389**	.368**	.502**	.539**	.501**
Practices	.245**	.373**	.620**	.593**	.537**
Communication	.434**	.487**	.561**	.563**	.526**

**Correlation is significant at the 0.01 level (2-tailed).   *Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

The findings show a moderate to positive association between organizational climate and teacher job satisfaction. Coworkers' job satisfaction and the organization's practices (r=0.620) were the variables with the highest correlation value. In the current context, the organizational climate, including its practices, reflects the company's culture. This demonstrates that the teachers' working environment significantly impacted their job satisfaction. Organizations should focus on the organizational environment since it affects teachers' job satisfaction, boosting their loyalty and belonging. One of the most essential things is successfully improving and expanding the school's performance since doing so will motivate and build employee confidence and contentment.

It highlights that a better learning environment benefits both school members and students, as seen by the positive to moderate association between organizational culture and teacher satisfaction. A supportive environment is associated with positive feelings and high levels of teacher satisfaction. Teachers' work satisfaction is a concept of interest in the organizational setting. It is critical for teachers' psychological well-being and relates to their perspectives and attitudes about their workplace and the profession. As a result, the organizational environment is seen as a

component that satisfies its members' emotional requirements. In light of this, employees are often content with their jobs if these demands are satisfied. As a consequence of the favorable workplace culture they encountered, teachers are satisfied with their professions, based on the study's results.

Accordingly, a favorable and healthy school organizational environment directly correlates to higher teacher work satisfaction. A good school environment makes teachers happy at work, improves the classroom, and raises overall production. Like other organizations, schools depend significantly on their teachers as vital staff members. The teacher's view of the working environment at the school is crucial to the school's organizational climate (Ghavifekr & Pillai, 2016). The school's organizational climate is a learning environment that impacts teachers' activities and depends on how everyone sees students' actions in schools. A school's organizational atmosphere represents the important elements teachers consider necessary.

Table 6. Mediating Effect of Organizational Climate on the relationship between Organizational Citizenship, Teachers' Commitment and Job Satisfaction

Indirect Effects	Effect	SE	LLCI	ULCI
OCB→OCL→TC	0.1516	0.1190	-0.0729	0.3929
OCB→OCL→JS	0.2106	0.1654	-0.0773	0.5757
Completely Standardized Indirect Effects				
OCB→OCL→TC	0.1287	0.1006	-0.0609	0.3342
OCB→OCL→JS	0.1624	0.1150	-0.0646	0.3828

Legend: OCL (Organizational Climate); OCB (Organizational Citizenship Behavior*); TC (Teachers' Commitment); JS (Job Satisfaction)*

Table 26 depicts the mediating role of organizational climate between organizational citizenship behavior and teachers' commitment and the relationship between organizational citizenship behavior and job satisfaction. Mediation analyses were initiated using PROCESS Macro v4.1 following the procedure of Hayes (2022). Findings revealed that constructs of Organizational Climate do not mediate the relationship between organizational citizenship and teachers' commitment and between organizational citizenship and job satisfaction. This is due to a weak relationship between the organizational climate to teachers' commitment and job satisfaction.

The findings reveal that organizational environment characteristics do not affect the association between organizational citizenship and work satisfaction or the relationship between organizational citizenship and teachers' commitment. This is because there is a tenuous link between teachers' dedication, job happiness, and workplace culture. Similarly, Soparidah et al. (2021) reported that the work environment had no significant impact on the job satisfaction of competent instructors. They also discovered that adequate facility and infrastructure management had little effect on the work happiness of productive instructors. This finding might be explained by the fact that infrastructure and facility management have a minimal direct impact on teacher work satisfaction. Furthermore, they discovered that teachers' organizational citizenship conduct significantly and directly impacts their job satisfaction.

On the contrary, Purwanto (2020) reveals a significant association between organizational commitment, academic performance, and corporate and civic behavior. It also discovers a link between job satisfaction and academic achievement. Schools' corporate citizenship initiatives will be more effective if they stick more closely to employee job satisfaction requirements, including salary, career advancement opportunities, colleagues, supervisors, and the actual job. Teachers who are satisfied with their professions are more likely to get along with others, support the firm, and even assist their colleagues. Doing so will show their capacity to go above and beyond the call of duty. Organizational citizenship conduct promotes quick and easy student interactions, reduces the likelihood of disagreements, and boosts worker productivity.

7. Conclusion

The findings gathered in the study led to the formulation of the conclusion:

1. The hypothesis stating that the organizational citizenship behavior is not significantly related to organizational climate, teachers' commitment and satisfaction are not sustained.
2. The hypothesis stating that the organizational climate is not significantly related teachers' commitment and satisfaction are not sustained.
3. The hypothesis pertaining to organizational climate do not mediate the relationship between organizational citizenship behavior and teachers' commitment, and between organizational citizenship behavior and job satisfaction.

8. Recommendations

Based on the results and conclusion of the study, the following recommendations were hereby formulated:

1. The study's results suggest that the school's organizational climate be maintained positively to boost teachers' effectiveness. This may assist the school administrators in recognizing the importance of organizational climate being ideal for an excellent teaching-learning environment.
2. The study suggests that educational administrators may focus on building organizational citizenship behavior among school workers to support the values that will make a good working environment. This shows good management, which may lead to a better way of leading and teaching students through constant observation of citizenship behaviors.
3. School administration may implement steps to build and sustain teachers' commitment and satisfaction. This may assist educators in remaining committed to their vocation, enabling them to do it more effectively and passionately.
4. The research recommends developing and testing a complete model considering various variables. The research also suggests that future studies may investigate and compare the current scenario to other components to see how it may affect teachers' loyalty, organizational citizenship, and satisfaction.

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