

MEDIATING EFFECT OF ORGANIZATIONAL CULTURE ON THE RELATIONSHIP BETWEEN AFFECTIVE COMMITMENT AND TURNOVER INTENTION OF TEACHERS

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ABSTRACT

The objective of this study was to explicate how organizational culture mediates the relationship between affective commitment and turnover intention based on the findings. The convergent mixed-methods design was utilized in this study which had chosen 85 private school teachers in Davao City with teaching experiences from the academe for at least 3 years as respondents, 7 participants for an in-depth interview, and 7 participants for focus group discussion. The quantitative results highlight the mediating effect of organizational culture on the relationship between affective commitment and turnover intention. The results also indicate that affective commitment level of teachers is high. Meanwhile, the qualitative findings showed that there were four themes that came up in the analysis of data such as: (1) commitment and loyalty; (2) workload and challenges; (3) satisfaction and rewards; and (4) work environment and organizational culture. In addition, the qualitative findings support this by emphasizing the importance of a positive work environment and organizational culture. Participants described their work environment as conducive to teaching and learning, and they appreciate opportunities for training, development, and adequate resources. The quantitative results were positively confirmed through the qualitative findings in the focus group discussions and in-depth interviews.

Keywords: *affective commitment, organizational culture, turnover intention mixed-method, convergent design, Davao City, Philippines*

INTRODUCTION

In recent years, the issue of employee engagement has grown significantly in management theory and practice. According to Kahn (1990), employee engagement is defined as “the harnessing of organization members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances”. But as stated by Truss et al. (2006), employee engagement is merely a ‘passion for work’, it is a psychological state thought to include the three elements of engagement mentioned by Kahn (1990). A lack of employee engagement is a predictor of high turnover and low performance, according to Shuck and Reio (2014).

In a study conducted by Adkins (2015), more than 68% of American workers were disengaged at work in 2015, which indicated there was a lack of commitment to their jobs and companies. Organizational commitment entails a compelling desire to continue being a member, a high degree of effort on the organization's behalf, and an unwavering commitment of the values and goals of the organization. Three factors make up organizational commitment: affective commitment, which refers to employees' emotional attachment when they identify with and participate in different organizational activities; continuance commitment, which is based on the costs of leaving the organization; and normative commitment, which refers to the employee's sense of duty to stay in the organization (Alifuddin, M. & Widodo, W., 2021).

As cited by Morin et al. (2016), employees that are affectively committed, value change within an organization, stay focused on accomplishing any tasks or goals assigned to them, and are willing to take on more work if doing so would help the change be successful. The affective commitment had the highest inverse relationship with turnover as identified by Gellatly et al. (2014). Thus, many of the studies that focus on organizational commitment determine its relationship to employee absenteeism, attitudes, and performance, and turnover intentions (Chiu & Chen, 2016).

In addition, the turnover intention has attracted additional attention from academics and practitioners because its existence is thought to destroy organizational conduciveness. An individual's approach and decision to stay on the job or leave is what determines their turnover intention (Alifuddin & Widodo, 2021).

Meanwhile, the sudden emergence of the COVID-19 pandemic caused worries about a potential rise in teacher turnover and future teacher shortages were raised by (Goldberg, 2021; Lavery, 2020) due to increasing stress and burnout levels (Diliberti et al., 2021). Workload, stress, health concerns (Zamarro, G., et al, 2022), better opportunities available (Çınar, 2015), and burnout showed a direct relationship to turnover intention; and burnout was the most significant predictor of teachers' turnover intention (R Li, 2022) as well as low compensation in private schools (Alifuddin, M. & Widodo, W., 2021). Less-paid teachers, those with postsecondary degrees, those who reported feeling emotionally spent, and those who expressed less of a shared goal with their organization were more inclined to state they intended to quit their jobs (Schaack et al. 2020).

Teacher turnover often has negative effects on students (Hanushek et al., 2016), and a teacher shortage might be particularly disruptive in certain subjects or jurisdictions that already struggled to find qualified teachers (Goldhaber, 2021).

Therefore, having a greater knowledge of why teachers have considered leaving is essential in order to develop strategies to better support teachers in these trying circumstances. However, if teachers are strongly founded in organizational culture more likely, they will develop an increased level of affective commitment. Because organizational commitment is an essential by-product of organizational culture, there is a positive relationship between the two (Abdullah, N. A., et al, 2015).

It is possible to characterize organizational culture as knowledge, habits, behaviors, values, and those made by the organization that all members are expected to carry out and maintain in order to accomplish organizational objectives (Hasan et al., 2020). It is said to establish a connection between the organization's norms, beliefs, values, and principles with its employees in a set of standards and work behavior (Soni, 2019). The widely studied writings of Ouchi (1981), Peters and Waterman (1982), and Deals and Kennedy (1982) serve as the theoretical foundation for the link between organizational culture and commitment.

They argued that an organization's culture affects a range of organizational and personal outcomes, such as performance, productivity, commitment, and self-confidence. An organization's commitment level is more likely to increase if it has a cooperative, brotherly, cohesive, participatory, consensual, constructive, and supportive organizational culture (Abdullah et al., 2015).

According to Ivanova (2019), characteristics connected to organizational turnover intentions include perception and interpretation of organizational culture. This study therefore focuses on the connection between teachers' turnover intentions and their affective commitment to organizational culture. The turnover intention is greatly influenced by organizational culture and commitment; hence this paper also explores whether organizational culture mediates the relationship between turnover intention and affective commitment (Dwivedi, S., et al, 2013). Through this, the institutions can develop ways and strategies to empower their culture, thus strengthening the teachers' commitment and minimizing turnover intentions. To have empirical evidence about these relationships, data will be collected from teachers employed at private schools using sets of adapted questionnaires.

FRAMEWORK

The philosophical foundation of this mixed method research is pragmatism, which aims to provide a beneficial and scientific way of problem solving; thus, utilizing a convergent mixed-methods design; a one-phase design where both qualitative and quantitative data are collected and analyzed, then compared with the analysis of qualitative and quantitative data to see if the data confirmed or disconfirmed each other according to Creswell et al., (2018) where, researcher looked for answers that are explicit as they can be. The researcher focused on the what and how to research, based on the intended consequences. The importance of the idea to the participants will be its relevance to real-world scenarios

In addition, this study was anchored on the Social Exchange Theory of Blau (1964) which believes that relationships develop into trust, loyalty, and mutual commitments over time (Cropanzano and Mitchell, 2005). A positive view toward the organization can be established through investing in the development of employees (Benson et al., 2004; Kuvaas and Dysvik, 2009; Lee and Bruvold, 2003; Maurer and Lippstreu, 2008).

The social exchange theorists (Blau, 1964; Eisenberger et al., 1986) believe that employees will reciprocate it and will affect their turnover intentions (Sieben, 2007). This fosters a culture, honoring organization-employee relationships according to Foong-ming (2008).

The major underpinning of Social Exchange Theory is that the relationship between two social entities is based on how much each of these entities respects social rules and norms of exchange implicitly and explicitly agreed upon between two parties (Cropanzano et al., 2005). Examples of the attributes defining the quality of relationships include trust, loyalty and commitment which depend on factors such as love, status, information, money, goods and services that are generally invested by people into relationships. The Social Exchange Theory states that the social rules and norms of exchange encompass the rule of reciprocity and other explicitly negotiated rules.

METHODS

Research Design

This study used a convergent parallel mixed method design, which denotes simultaneous collection of both qualitative and quantitative data. Convergent mixed method design is a sort of concurrent mixed method where data collection is done concurrently, analyzed individually and independently, then the results are mixed, compared or related (Creswell & Clark, 2011).

The used of the mixed methods design allowed the researcher to look at many approaches for collecting and analyzing data rather than subscribing to only one way. Additionally, the researcher was allowed to select the study methodologies, strategies, and procedures that best suit their research requirements and objectives. As a result, the researcher made an extensive use of both qualitative and quantitative data that had provide a more complete understanding of the research problems.

Respondents

The respondents of the quantitative strand were teachers from private schools as respondents of this study. A total of 300 private school teachers were selected using purposive sampling. This technique is a form of sampling method which is appropriate when the researcher targets a select group of people to participate in the survey, and their feedback represents the

thoughts of the entire population (Davies & Hughes, 2014). Suen and Ary (2014) acknowledged purposive sampling as the most efficient non-probabilistic approach.

In qualitative strand, 10 teacher participants were selected for focus group discussion (FGD), and another 7 people for individual in-depth interviews (IDIs). The findings from this study were utilized to pinpoint any emergent themes, patterns, or reactions that are based on their personal experiences. The researcher must additionally make sure that she has access to the participants and that they are familiar with the phenomena being studied.

Inclusion Criteria. All participants were inclusive to teachers with more than 3 years' experience on the job.

Research Instruments

Quantitative Strand

Sets of survey questionnaires were utilized to gather information from the respondents for the quantitative component. Five experts will review the tools' content validity before a pilot test is conducted to determine their dependability. Within a single study, the convergent design was used where qualitative and quantitative data were collected and analyzed during a similar timeframe. In the first stage, a questionnaire survey was used as the quantitative method, and then a thematic analysis was used as the qualitative method.

According to Fetters et al., (2013), qualitative and quantitative data collection occurs in *parallel*, and analysis for integration starts after the data collection process has been completed. Frequently, the two forms of data are analyzed separately and then merged. Additionally, questionnaire validity must be guaranteed in terms of quantitative validity. The sets of questionnaires had undergone content and construct related validity testing before the study is conducted. Five (5) expert-validators will carry out this process; three of them will be professors from other universities, and the other two will be members of the university's research examining committee. The questionnaire was revised in accordance with any recommendations made by the expert-validators.

Organizational Culture scale.

The seven indicators in this questionnaire, which were adapted from Somonoy Ghosh and Bhupen K. Srivastava (2014), are participation, respect for the individual, attitude to risk, action orientation, trust, openness, and power distance. Cronbach Alpha was used to test the reliability of the reduced set of 23 items constructed from 5-Very High to 1-Very Low. With respect to the 92 sets of responses, the Cronbach Alpha was 0.862. This demonstrates some internal consistency between the elements and shows that they are all part of the same concept, in this case organizational culture.

Affective commitment scale.

The authors of this tool were Perreira, Tyrone A., Morin, Alexandre J.S., Hebert, Monique, Gillet, Nicolas, Houle, Simon A., and Berta, Whitney (2017). This scale includes the following eight constructs: organization, supervisor, co-workers, students, profession, work, tasks, and career.

Turnover intention scale. This instrument was adopted from the TIS-6, or Roodt's Turnover Intention Scale. The TIS-6 can be used in research to verify and reliably measure turnover intentions or to forecast actual turnover since it can be used as a valid and reliable scale to assess turnover intentions.

Qualitative Strand

On the other hand, for the purpose of gathering data from the participants for the qualitative strand, interview guides and focus group discussion guides was used. Guide questions and probing inquiries were included in this.

Quantitative Strand

Sets of adapted questionnaires were used to gather information from the respondents. Organizational culture was measured using the focus questionnaire developed by Jaap et al., (1999) with the developer's alpha coefficient = 0.92.

The instrument that was used to measure affective commitment is the affective commitment scale, developed by Meyer and Allen in 1984 (McGhee & Ford, 1987). This is a 5-point Likert scale tool.

The average reliability score of the affective commitment scale, as conducted by Meyer et al., (2002) in their study to test its reliability was 0.82, and Yamao & Sekiguchi (2015) indicated in their study that Cronbach's alpha coefficient was 0.91. While the validation of the turnover intention scale by Bothma, & Roodt, (2013) was used to measure turnover intentions, with an indicative alpha coefficient by the developer = 0.80.

Qualitative Strand

Interviews were conducted as part of the qualitative strand if they are thought to be helpful in understanding the context of a participant's experiences. A topic can be explored in depth by the interviewer. As a follow-up to some questionnaires to further explore respondents' responses, interviews may be helpful. During interviews, open-ended questions are frequently posed.

Similar general rules were applied to conducting research interviews, including in-depth interviews (IDI) and focus groups discussions (FGD): choose a location with minimal distractions, stay away from loud noise, use bright lighting, and make sure the interviewee is comfortable. Participants frequently feel at ease in their own homes or places of employment.

The interviewer kept in mind the following: described the objectives of the interview, discussed confidentiality agreements, and had let the interviewee know who will have access to their replies and how those answers be assessed. Informed consents were signed and their written consent was requested if their opinions must be utilized as quotes. Additionally, the manner, type, and circumstances surrounding the interview was mentioned. Indicate whether participants may ask questions during the interview or whether they must wait until the end.

Furthermore, participants were told how long the interview will typically last and how to contact the researcher if they have any questions or need further information. To remember participant responses, researchers shouldn't rely on their recollection. Likewise, consent was obtained to record the interview and to have a person along to remember the participant's responses and record notes (Namara, 2017).

RESULTS AND DISCUSSION

This chapter presents the quantitative and qualitative findings of the study and discussions supported by the related literature and studies. In the quantitative part, findings of the

study, analysis and interpretation of the data obtained from the respondents are presented. The qualitative part shows the thematic analysis of lived experiences by the participants from the focus group discussion and in-depth interview.

The first part discussed the level of affective commitment, organizational culture, and turnover intentions. The second part shows the relationship between the independent variables and the dependent variable. The third part presents the different themes and core ideas drawn out from the participants' lived experiences. Lastly, the fourth part explains the joint display of the salient qualitative and quantitative findings.

The Status of Affective Commitment, Organizational Culture and Turnover Intentions of Private School Teachers

Level of Affective Commitment

Table 1 shows the level of affective commitment of the private school teachers in Davao City. The affective commitment contains eight indicators, namely organization, supervisor, co-workers, students, profession, work, occupation, and career.

It garnered an overall mean of 4.21 and a standard deviation of .331. The SD results range from .505 - 1.414 which denotes that the respondents' answers are not so dispersed from one another.

In terms of organization, the private school teachers exhibit the highest mean in *my organization, which means a lot to me* with the mean of 4.72 described as very high. Meanwhile, the lowest mean is in the aspect of *I don't like working for my organization (reverse-scored item)* with a mean of 1.84 described as low. The category mean is 3.75 which is likewise described as high. This means that teachers' affective commitment to organization is oftentimes evident. As cited by Still (1983), affective commitment manifests as positive feelings for and social attachment to the organization. It is an attitudinal type of commitment (Meyer and Allen, 1991), which involves "identification" or the alignment of individual values with values of the organization, "involvement" or feelings of care for the organization, devotion and dedication to the organization, pride in the organization, willingness to put forth extra effort into the organization, making sacrifices for the good of the organization, and loyalty or a strong desire to maintain membership in the organization (Gbadamosi et al., 2007; Liou, 2008; Mowday et al., 1979).

In the category of supervisor, the private school teachers exhibit the highest mean in *I like the values conveyed by my immediate supervisor* with the mean of 4.48 described as very high. On the other hand, the lowest mean is 4.35, described also as very high in terms of *when I talk to my friends about my immediate supervisor, I describe him/her as a great person to work with*.

Table 1

Level of Affective Commitment

Affective Commitment	Mean	SD	Description
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TO ORGANIZATION

I am proud to say that I work for my organization.	4.69	.557	Very High
My organization means a lot to me.	4.72	.590	Very High
I don't like working for my organization. (Reverse-scored item)	1.84	1.353	Low

Category Mean	3.75	.498	HIGH
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TO SUPERVISOR

I like the values conveyed by my immediate supervisor.	4.48	.629	Very High
I feel privileged to work with someone like my immediate supervisor.	4.42	.661	Very High
When I talk to my friends about my immediate supervisor, I describe him/her as a great person to work with.	4.35	.735	Very High

Category Mean	4.42	.607	VERY HIGH
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TO CO-WORKERS

I'm happy to work with my co-workers.	4.61	.537	Very High
My coworkers make me feel like going to work.	4.49	.629	Very High
When I talk to my friends about my co-workers, I describe them as great people to work with.	4.49	.610	Very High

Category Mean	4.60	.206	VERY HIGH
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TO STUDENTS

I really care about the satisfaction of my students.	4.65	.631	Very High
Delivering quality care and/or services to my school's students is a major source of satisfaction for me.	4.65	.505	Very High
In my opinion, the satisfaction of my school's students is a priority.	4.64	.531	Very High

Category Mean	4.64	.479	VERY HIGH
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TO PROFESSION

I am proud to say this is my profession.	4.68	.539	Very High
I would be happy to practice this profession until retirement.	4.51	.684	Very High
I like my profession too much to think about changing.	4.31	.787	Very High

Category Mean	4.50	.592	VERY HIGH
TO WORK			
Work is a priority in my life.	4.15	.906	High
One of the most satisfying things in my life is the fact that I work.	4.36	.769	Very High
Most of my personal objectives are focused on work.	4.12	.865	High
Category Mean	4.21	.740	VERY HIGH
TO TASKS			
I find the tasks I perform in my current position stimulating.	4.31	.708	Very High
I find the tasks I perform in my current position rewarding.	4.32	.743	Very High
I don't like the tasks I perform in my current position. (Reverse-scored item)	2.11	1.414	Low
Category Mean	3.58	.587	HIGH
TO CAREER			
I would like to hold increasingly important positions throughout my career.	3.96	.879	High
It is important for me to move up the ranks or obtain promotions.	3.65	.972	High
I feel it is important to plan one's career.	4.40	.658	Very High
Category Mean	4.00	.650	High
OVERALL MEAN	4.21	.331	VERY HIGH

The category mean is 4.42 which is described as very high. This means that teachers' affective commitment to supervisor is always evident. According to Mir et al. (2002), teachers' affective commitment to their schools contains their characteristics and perceptions towards their schools. It addresses their support to the goals of school. The internal ideas and perceptions of teachers are addressed through their affiliation with their supervisor and internalization of that supervisor's beliefs and feelings.

Meyer et al. (1993; 2002) argue that strong affective commitment to an organization arises because teachers share values and ideals with both the organization and its members and principals. Marshall, E, Michaels, & Jay (2007) found that the more the employees feel alienated from the organization, the greater the feelings of dissatisfaction with their supervisor. These emotions would be detrimental to organizational commitment.

When it comes to coworkers, the highest mean is in *I'm happy to work with my co-workers* having a mean of 4.61 described as very high. The lowest mean is 4.49 still described as very high in the aspect of *my coworkers that make me feel like going to work* as well as *when I talk to my friends about my co-workers, I describe them as great people to work with*. Nevertheless, the category mean is 4.60 which is described as very high. This indicates that teachers' affective commitment to co-workers is always evident. Robinson (2003) mentioned that organizations seeking to foster high levels of commitment should search for ways to foster a sense of belonging and emotional relationships among coworkers through both work-related and extracurricular group activities. Harris & Cameron (2005) also mentioned that the level of affective commitment in an organization is positively impacted by a sense of belonging and close relationships with coworkers.

Tanner (2007) has said that it will be challenging to achieve a high degree of job satisfaction and commitment if an individual cannot establish a mutually supportive and trusted connection with the supervisors and coworkers. Organizational commitment can result in a stable and productive workforce (Morrow, 1993). It enables employees to release their creativity and to contribute towards organizational development initiatives (Walton, 1985). It involves cohesion or attachment to social relationships which absorb the individual's fund of affectivity and communion or becoming part of a whole through the mingling of the self with a group (Kanter, 1968).

In the category of students, the highest mean is 4.65 which refers to both *I really care about the satisfaction of my students* and *delivering quality care and/or services to my students is a major source of satisfaction for me*, described as very high. While the lowest mean is *in my opinion, the satisfaction of my students is a priority* which is 4.64 still described as very high. The category mean is 4.64 which is described as very high. This means that teachers' affective commitment to students is always evident.

Teacher commitment is a motivational force that inspires teachers to devote more time and effort in improving student outcomes. This willingness of promoting student accomplishment inspires teachers to seek ways to enhance the teaching profession and create a productive learning environment allowing students to reach their goals. According to Mohamed et al., (2014) teacher commitment and efficacy strengthen each other, and teacher efficacy in turn fosters student achievement. High-committed teachers also encourage students to participate in school activities. Students have a better probability of developing their achievement once they participate in learning activities. Teachers that are passionate about their work are dedicated to it.

They are dedicated to the growth of their students and are always looking for fresh approaches to enhance their learning. According to Nias (1981), one of the most important elements in the success and future of education has been identified as teacher commitment and engagement.

In terms of profession, the private school teachers exhibit the highest mean of 4.68 described as very high, in *I am proud to say this is my profession*. The lowest mean is in the aspect of *I like my profession too much to think about changing* with a mean of 4.31 still described as very high. The category mean is 4.50 which is likewise described as very high. And this means that teachers' affective commitment to profession is always evident. In successful schools, teachers are highly committed to both the organization and their profession (Park, Henkin, & Egley, 2005). Karakus & Aslan (2009), also found that when it comes to the teaching profession, teachers have high levels of affective commitment. When teachers are involved in developing their teaching profession, they have a big impact on student accomplishment.

When it comes to work, the highest mean is in, *one of the most satisfying things in my life is the fact that I work* having a mean of 4.36 described as very high. The lowest mean is 4.12 described as high in the aspect of, *most of my personal objectives are focused on work*. The category mean is 4.21 which is described as very high. This indicates that teachers' affective commitment to work is always evident. Committed members are normally achievers and innovative with the ultimate aim of engaging in and improving performance (Morrow, 1993). In addition to positive associations with employee's physical and psychological well-being, and with job satisfaction (Lovakov, 2016), affective commitment works to strengthen employees' identification with the organization (Allen and Meyer, 1990).

In the category of tasks, the highest mean is 4.32 which refers to, *I find the tasks I perform in my current position rewarding* described as very high. While the lowest mean is *I don't like the tasks I perform in my current position* (Reverse-scored item) which is 2.11 described as low. The category mean is 3.58 which is described as high. This means that teachers' affective commitment to tasks is oftentimes evident. Employees who are highly committed do not leave the organization because they are dissatisfied and tend to take on challenging work activities (Meyer & Allen, 1997). Further, committed organizational members contribute positively to the organization which is not the case with less committed members. Cohen (2003, p 18) states that "organizations whose members have higher levels of commitment show higher performance and productivity and lower levels of absenteeism and tardiness". This implies that employees with a high level of commitment tend to take greater efforts to perform and invest their resources in the organization (Saal & Knight, 1987).

Lastly, when it comes to career, the aspect *I feel it is important to plan one's career* has the highest mean of 4.40 described as very high. And the lowest mean which is 3.65 is in, *it is important for me to move up the ranks or obtain promotions*. The category mean is 4.00 which is described as high. And indicates that teachers' affective commitment to career is oftentimes evident. Weng, et al. (2010) has said that employees are more likely to reciprocate and develop a moral obligation when the organization provides a platform for growth and development opportunities to the employees, helping them to meet career goals and improve professional abilities, and then rewards them with promotions and pay.

According to research, growth and development are among the most significant aspects cited by students when making judgments about jobs (Hu, Weng, & Yang, 2008).

Meanwhile, the overall mean for affective commitment is 4.21 which can be described as very high. This means that private school teachers' affective commitment is always evident.

Level of Organizational Culture

Table 2 shows the level of organizational culture of private school teachers in Davao City. The organizational culture contains seven indicators such as participation, respect for the individual, attitude to risk, action orientation, trust, openness, and power distance. The overall mean is 3.88 while its standard deviation is .398 which ranges from .519 - 1.354 which denotes that respondents' answers are closer to one another.

In terms of participation, it shows the highest mean in the aspect of *in meetings we seek to understand everyone's viewpoint* with a mean of 4.68. Hence, the lowest mean is 4.34 in the aspect of *speaking out the truth, even if it is bitter, is encouraged*. Meanwhile, the category mean is 4.52 which is described as very high. This means that the organizational culture's participation is always manifested. Involvement, a dimension of organizational culture that shows the level of participation of organizational members in decision making. An effective organization empowers members of the organization, builds the organization, and develops the capabilities of employees at all levels (Denison and Mishra, 1995).

Table 2
 Level of Organizational Culture

ORGANIZATIONAL CULTURE	Mean	SD	Description
PARTICIPATION			
Everybody is encouraged to participate in meetings.	4.66	.547	Very High
In meetings we seek to understand everyone's viewpoint.	4.68	.519	Very High
Members are prepared to challenge assumptions of the group.	4.41	.603	Very High
Speaking out the truth, even if it is bitter, is encouraged.	4.34	.700	Very High
Category Mean	4.52	.493	VERY HIGH
RESPECT FOR INDIVIDUAL			
My boss trusts me to deliver on his/her expectations.	4.46	.568	Very High
My supervisor believes that good ideas and solutions to problems can come from any member of the group.	4.55	.588	Very High
My organization makes the best possible use of my intellectual capacity.	4.51	.610	Very High
Category Mean	4.51	.521	VERY HIGH
ATTITUDE TO RISK			
If individuals in my organization make an error, they will usually try to cover it up.	2.84	1.308	Moderate
There are 'holy cows' that seldom get questioned.	2.92	1.136	Moderate
Most members believe in maintaining status quo.	3.45	1.129	High
In our meetings most decisions are expected to be finally taken by the boss.	3.55	1.249	High
If I do not agree with my supervisor, I feel comfortable voicing my views	3.42	1.276	High

Category Mean	3.24	.951	MODERATE
ACTION ORIENTATION			
In this organization a lot of discussions happen but very little seems to get done.	2.89	1.225	Moderate
A number of projects are initiated with gusto and enthusiasm but they don't seem to get anywhere.	2.87	1.193	Moderate
We believe in the precept— 'nothing ventured, nothing gained'.	3.79	1.103	High
Category Mean	3.18	.989	MODERATE
TRUST			
Most people in my organization can be relied upon to keep their promises.	3.99	.764	High
I believe that my colleagues are well-intentioned individuals.	4.26	.657	Very High
I believe that my boss will treat me fairly while appraising my performance.	4.39	.619	Very High
Category Mean	4.21	.577	VERY HIGH
OPENNESS			
The top management believes in communicating important news and events with organizational members across all levels.	4.51	.590	Very High
Most senior members of my organization are approachable/accessible.	4.51	.570	Very High
Category Mean	4.51	.515	VERY HIGH
POWER DISTANCE			
I believe that work related confrontations among members can lead to poorer group performance.	2.89	1.354	Moderate
A confronting member in the group can stand to lose his/her social standing.	2.78	1.340	Moderate
In group meetings most of the talking is done by the group supervisor.	3.22	1.127	Moderate
Category Mean	2.96	1.044	MODERATE
OVERALL MEAN	3.88	.398	HIGH

In the category of respect for individuals, the private school teachers exhibit the highest mean in *my supervisor believes that good ideas and solutions to problems can come from any member of the group* with a mean of 4.55, described as very high. On the other hand, the lowest mean is

4.46, still, described as very high in terms of *my boss trusts me to deliver on his/her expectations*. The category mean is 4.51 which is described as very high. This means that the organizational culture's respect for the individual is always manifested. Respect for human resources includes recruiting, developing, and retaining quality employees, treating employees based on trust, openness, fairness, and mutual respect, developing an attitude of cooperation and partnership and providing rewards based on individual and group work (Octaviani and Fakhri, 2016).

When it comes to attitude to risk, the highest mean is in, *in our meetings most decisions are expected to be finally taken by the boss* having a mean of 3.55, described as high.

The lowest mean is 2.84 which is described as moderate, in the aspect of *if individuals in my organization make an error, they will usually try to cover it up*. Nevertheless, the category mean is 3.24 which is described as moderate. This indicates that the organizational culture's attitude to risk is sometimes manifested. Cited by Uzon (2020), the degree to which principals, teachers, and staff are encouraged to be creative, experimental, and take thoughtful risks rather than work to maintain the status quo. This includes flexibility and support from the school system.

In the category of action orientation, the highest mean is 3.79 which refers to, *we believe in the precept— 'nothing ventured, nothing gained,'* described as high. While the lowest mean is 2.87, *a number of projects are initiated with gusto and enthusiasm but they don't seem to get anywhere*, described as moderate. The category mean is 3.18 which is described as moderate. This means that the organizational culture's action orientation is sometimes manifested. Action-orientation highlights the following elements: employees enjoy going to work, employees are involved in the most important decisions and projects, and lastly, the organization forms an open and safe work environment for employees. As Rajbhandari (2017) said, action-orientation emphasizes the necessity for school administrators to inspire followership domain motivation. Staff performance was significantly improved by participating and by being supportive of the school actors due to the staff members' increased motivation as a consequence of being recognized for their hard work.

In terms of trust, they exhibit the highest mean in, *I believe that my boss will treat me fairly while appraising my performance* with the mean of 4.39, described as very high. The lowest mean is in the aspect of, *most people in my organization can be relied upon to keep their promises* with a mean of 3.99 described as high. The category mean is 4.21, described as very high. And this means that the organizational culture's trust is always manifested. According to Kelly Wong (2020) trust is essential to an organization. Team members may be themselves and believe that others will support them when they try something new in an environment where there is trust.

When it comes to openness, both *the top management believes in communicating important news and events with organizational members across all levels and most senior members of my organization are approachable/accessible* got the same mean of 4.51 which can be described as very high. The category mean is 4.51 still, described as very high. This indicates that the organizational culture's openness is always manifested. Openness is willingness to freely exchange ideas and information. The degree to which the school offers many opportunities and venues for communicating information in clear and unambiguous ways among organization members. This entails creating culture, discussing fundamental values, taking responsibility, coming together as a community, and celebrating individual and group accomplishments (Uzon, 2020).

In the category of power distance, the highest mean is 3.22 which refers to *in group meetings most of the talking is done by the group supervisor*, described as moderate. While the

lowest mean is 2.78, *a confronting member in the group can stand to lose his/her social standing* which is described as low. The category mean is 2.96 which is described as moderate. This means that the organizational culture's power distance is sometimes manifested. In organizations with short power distances, sub-officers are required to take part in decision-making. Managers care about employee empowerment and equality in these firms, power distributions are more equitable, and subunits are permitted to make decisions on matters that affect them (Hofstede, 2011; Soyalin, 2019). The relationship between perceived organizational support and work performance, commitment, and organizational citizenship behavior decreases when the power distance in organizations increases (Farh et al., 2007).

Meanwhile, the overall mean for organizational culture is 3.88 which is described as high. This means that private school teachers' organizational culture is oftentimes manifested.

Level of Turnover Intention

Table 3 presents the result of level of turnover intentions among private school teachers in Davao City. The overall mean is 3.10 while the standard deviation is .594 which ranges from .687 - 1.225. This denotes that the respondents' responses showed low dispersion. In particular, *to what extent is your current job satisfying your personal needs?* shows the highest mean which is 4.20, described as very high. On the other hand, the lowest mean is 2.27, described as low in the aspect of *how often have you considered leaving your job?*

Table 3
Level of Turnover Intention

During the past 9 months ...	Mean	SD	Description
How often have you considered leaving your job?	2.27	1.159	Low
To what extent is your current job satisfying your personal needs?	4.20	.687	Very High
How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?	2.68	1.060	Moderate
How often do you dream about getting another job that will better suit your personal needs?	2.65	1.202	Moderate
How likely are you to accept another job at the same compensation level should it be offered to you?	2.62	1.225	Moderate
How often do you look forward to another day at work?	4.15	.852	High
OVERALL MEAN	3.10	.594	MODERATE

The overall mean is 3.10 which is described as moderate. This means that private school teachers' turnover intention is sometimes manifested. Research in extension showed positive relationships between employees' turnover intention and heavy workload, burnout, occupational stress, work-life balance, low salary, long work hours, late-night meetings, lack of recognition, and high requirements for advancement (Clark, 1981; Clark, Norland, & Smith, 1992; Harder et al.,

2015; Kutilek, 2000; Rousan & Henderson, 1996; Safrit & Owen, 2010; Sears et al., 2000; Strong & Harder, 2009; Van Tilburg, 1987; Van Tilburg, 1988; Young et al., 2013).

Mediating Effect of Organizational Culture on the Relationship between Affective Commitment and Turnover Intention of Teachers

Figure 5 shows the test of mediation to determine the mediating effect of organizational culture on the relationship between affective commitment and turnover intention of teachers.

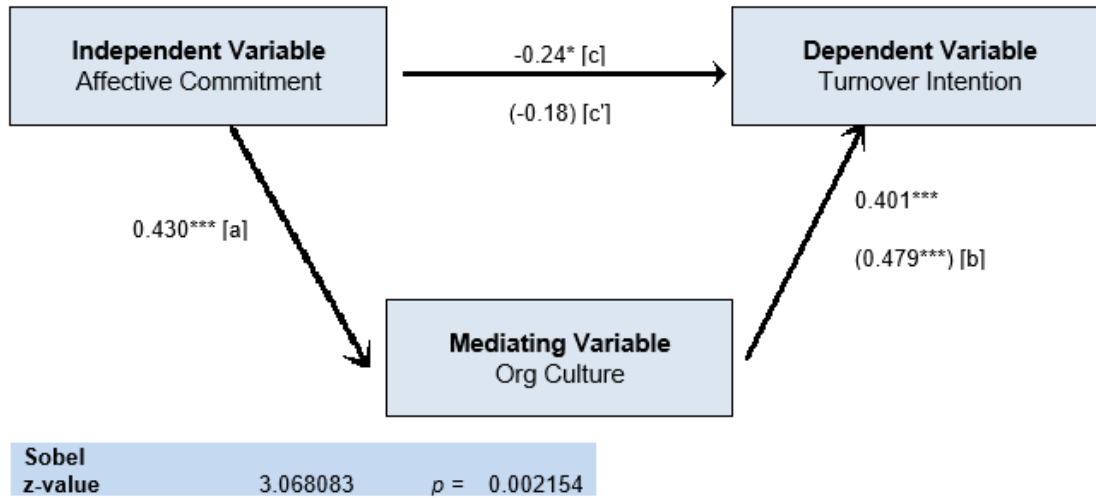


Figure 5. Mediation Analysis

The results revealed that organizational culture significantly mediates the relationship between affective commitment and turnover intention of teachers ($z=3.07$, $p<.05$).

This finding indicates that organizational culture plays a significant role in mediating the connection between affective commitment and turnover intention of teachers. Further, when the organizational culture was placed in the model, the impact of affective commitment on turnover intention was decreased from a beta value of -0.24 to $.18$. This suggests partial mediation, indicating that organizational culture partially accounts for the influence of affective commitment on the turnover intention of teachers.

Participant's Lived Experiences on Affective Commitment, Turnover Intentions, and Mediating Effect of Organizational Culture

Table 4 presents the lived experiences of the participants coming from private schools in Davao City as regards to turnover intentions. The data gathered for qualitative strand was transcribed, translated and had undergone thematic analysis by an expert of qualitative data analysis.

As observed on the data, there are four themes from lived experiences of the participants. These are (1) commitment and loyalty, (2) workload and challenges, (3) satisfaction and rewards, and (4) work environment and organizational culture.

Commitment and Loyalty. There are three core ideas under this theme such as: *Participants express a strong commitment to their work and loyalty to the organization; they are dedicated to their tasks and have a sense of pride in their work; and commitment is seen as essential, and they have no intention of leaving their positions.*

Table 4
Lived Experiences of Participants

Themes	Core Ideas
Theme 1: Commitment and Loyalty	<p>Participants express a strong commitment to their work and loyalty to the organization.</p> <p>They are dedicated to their tasks and have a sense of pride in their work.</p> <p>Commitment is seen as essential, and they have no intention of leaving their positions.</p>
Theme 2: Workload and Challenges	<p>Participants describe their work as busy, hectic, and challenging.</p> <p>They prioritize tasks and deadlines and strive for excellence.</p> <p>They acknowledge the multiple roles and responsibilities they have as teachers.</p> <p>Despite the challenges, they find their work fulfilling and worthwhile.</p>
Theme 3: Satisfaction and Rewards	<p>Participants find satisfaction in seeing their students succeed and achieving their goals.</p> <p>They appreciate feedback, recognition, and appreciation from students, colleagues, and supervisors.</p> <p>Satisfying and motivating factors include performing well, receiving positive feedback, and meeting expectations.</p>
Theme 4: Work Environment and Organizational Culture	<p>Participants value a positive work environment that promotes unity, excellence, and collaboration.</p> <p>They describe their work environment as comfortable, peaceful, and conducive to teaching and learning.</p> <p>The relationship with their bosses is generally positive, characterized by open communication and idea acceptance.</p> <p>They appreciate opportunities for training, development, and adequate resources.</p>

I am more focused with my commitment to do my task as a teacher and I am loyal to the organization and I don't have that feeling of turnover intention with my job. (FGD/1)

Since I started with the institution, I'm committed and dedicated to be part of the achievement of the mission of the school to become a globally competitive institution. So, I have rendered my service for this mission and until now, I still have the same commitment. (FGD/4)

For affective commitment, I love my institution. I believe in its vision, mission, and goals and the core values. I abide by it. I really accept and synchronize with the organizational culture of the organization in my life and I try to implement and share it with my students, my learners, and even to my children. And for turnover intentions among teachers, maybe I don't have it also. (FGD/7)

In the same perspective, another four participants confirmed that their commitment is 100%. They love and respect the organization and there is no point of turning back.

Workload and Challenges. Under this theme, the following are the core ideas: *Participants describe their work as busy, hectic, and challenging; they prioritize tasks and deadlines and strive for excellence; they acknowledge the multiple roles and responsibilities they have as teachers; and, despite the challenges, they find their work fulfilling and worthwhile.*

I describe it as a busy life and you need to prioritize everything that you have to do according to the schedules especially of the deadlines, of the submissions of the tasks that you need to perform for that day. So, you have to be excellent in everything that you have to work. (FGD/2)

I describe my work life as a teacher as hectic, challenging, but still worthwhile. Cause as a teacher, not only there in the classroom to teach but you also have to wear different caps or hats. Sometimes you're a parent, sometimes you're a guidance counselor, sometimes you are a nurse. So, there's a lot of things you have to learn, or you have to adjust also. But, at the end of the day, I can say that it's all worthwhile cause you can feel accomplished with your task or work. (FGD/4)

It's tiring and I am always occupied but it's fulfilling. (FGD/6)

In addition, one participant shared that even though every day is a challenge because of problems that arise, she is still thankful because she has co-teachers that help her so she can face it all.

In the same vein, participants from the IDI group pointed out some of their challenges are: lack of student participation; when time seems not enough to cater or all do work; doing so much paper works; and abrupt changes of some schedules that make the momentum stop.

Satisfaction and Rewards. The core ideas under this theme are the following: *Participants find satisfaction in seeing their students succeed and achieving their goals; they appreciate feedback, recognition, and appreciation from students, colleagues, and supervisors;*

and satisfying and motivating factors include performing well, receiving positive feedback, and meeting expectations.

As a teacher, you feel satisfied if you can see the achievements of your students, especially when you see them become more successful in their life. If you can receive feedback like good performance or the students and the parents are satisfied with the services that we are going to give them. (FGD/5)

Most satisfying is when my students, colleagues, and heads appreciate or recognized all my efforts as well as when I am able to do and perform all my tasks successfully and on time. (FGD/6)

Supporting the statements above are three other participants who emphasized that the most satisfying and motivating thing is when they receive recognition and good feedback from students, parents, and heads. Further, one participant said that she is satisfied with the institutional activities and feel motivated if they have outings.

Parallel to the foregoing statements, two IDI participants shared that the most satisfying thing is to be part of the students' success and development.

The most satisfying and motivating aspect of my work with the institution is that they truly care about meeting the needs of teachers. We were also given the opportunity to share our suggestions and comments for how to improve our institution. (IDI/1)

The aspect of my work life in my organization that I find satisfying and motivating is the unity that we have, because every time we plan and organize things, we really have the unity to make it successful. (IDI/3)

Seems everybody loves to be here because in this institution we treat each other as a family. Though it's challenging to be part of the great work, it's rewarding. (IDI/4)

We find satisfaction and motivation in various aspects in our work life. One aspect that I as a teacher find highly satisfying and motivating is the impact that the students have in our lives. One is making a difference. Witnessing the progress and development of the students, seeing them succeed academically and personally and knowing that they have contributed to their growth can be incredibly fulfilling for me as a teacher. (IDI/5)

Work Environment and Organizational Culture. This theme has four core ideas, namely: *participants value a positive work environment that promotes unity, excellence, and collaboration; they describe their work environment as comfortable, peaceful, and conducive to teaching and learning; the relationship with their bosses is generally positive, characterized by open communication and idea acceptance; and they appreciate opportunities for training, development, and adequate resources.*

So far, when I entered this institution, this is what I have experienced here is that our work environment is beyond excellent and I describe this one as heaven-like where the place is conducive for teaching, learning and everything that you have

to, it's just like a home. It's no longer a workplace because they are happy to stay inside the compound. (FGD/2)

I can describe my workplace as you can say a promising because when you say the head or the one who, or our administrator or school personnel are supervising us. They are given a chance to, we have to express what could be or what we will want, what to become more effective in our task. And also, we can say that the rewards of facilities, adequacy of resources is all we say that we are happy and satisfied to see the outcome of our student. (FGD/5)

My workplace is very clean, very nice, everyone who will go here really admires it. For the work environment, you are really persuaded or motivated to work because you will be guilty if you will not work well. For the organizational culture and climate, we work on the same vision, mission and goals. And it's really innate in each and every one of us through our working in the organization. Relationship between me and my boss, I find no problem about it. I can express my ideas freely and the ideas are accepted and lookout if it could benefit the organization or not. And communication is open. We all given opportunities for our training and development, compensation and rewards facilities, adequacy of resources. Our organization or our institution is really giving all their best, to the best of their capabilities to really give it to their employees or workers. (FGD/7)

Aside from the above-mentioned statements, the rest of the participants agreed that their work environment is good and highly motivating. Some of the reasons are: it has a good leadership; it treats them fairly and has a strong sense of unity and harmonious relationship with one another; it gives opportunity not only to grow personally but also professionally; also, it gives encouragement and great support; as well as their work environment lessens their stress. Most of all, their work environment seeks excellence in everything that they do which keep them more motivated.

Meanwhile, verifying the preceding viewpoints, IDI participants highlighted that the management gives them the best, as resources are very well provided. Moreover, as all of them concluded, they have a healthy, positive, and harmonious environment which promotes employees' safety and professional growth. Their workplace is like a second home to them.

The institution provides us with a pay that I believe will meet the needs of the workers. We also have an annual award for the best employee of the year. The institution's long years of service were also recognized. The institution also provides us with the necessary equipment for our profession as teachers. And my workplace is like a second home to me. We have norms to follow, we work with ideals, and we care about our coworkers. (IDI/1)

With regards to the relationship between the boss, typically we have the ideal one which is collaboration, support and professional growth. (IDI/5)

On the other hand, when it comes to the organizational culture, the following are some of the attitudes toward quality of work that participants exercised: obedience to the instruction, being positive in everything, diligence and hard work, perseverance and resilience, humility, and lastly, love and faithfulness in the organization. Moreover, each participant highlighted the importance of the quality of work life in school.

Work is love manifested, according to the values instilled in us by our founding president. (IDI/1)

Working without love is like an empty can/tinkling cymbal, is nothing. In every work we're doing, think of God and always seek His divine guidance and wisdom. We can do nothing without Him. (IDI/2)

From personal experiences in my profession, I believe in the importance of life work balance, in the impact of the students well-being and success, and in the value of supportive relationships. In addition, having a positive attitude towards work life and a sense of purpose and impact. (IDI/5)

Joint Display of the Salient Qualitative and Quantitative Findings

In joint display, to draw out new insights beyond the information gained from the distinct quantitative and qualitative results, researchers integrate the data by bringing the data together through a visual method. Related data can be arranged as a figure, table, matrix, or graph to achieve this (Fetters, et al. 2013). The quantitative results indicate that affective commitment level of private school teachers is high. As the qualitative findings support this, participants express a strong commitment to their work and loyalty to the organization. Meanwhile, the quantitative results highlight the mediating effect of organizational culture on the relationship between affective commitment and turnover intention. The qualitative findings support this by emphasizing the importance of a positive work environment and organizational culture.

Participants describe their work environment as conducive to teaching and learning, and they appreciate opportunities for training, development, and adequate resources. The nature of integration is merging-converging. Integration through merging of data takes place when researchers bring the two databases together for study and comparison. Ideally, researchers create a strategy for gathering both types of data in a way that will support integrating the databases throughout the design phase. Merging usually takes place after the statistical analysis of the quantitative data and qualitative analysis of the textual data (Fetters, et al. 2013).

Table 5

Joint Display of the Salient Qualitative and Quantitative Findings

Aspect or Focal Point	Quantitative Findings	Qualitative Findings	Nature of Integration
Affective Commitment	The quantitative results indicate that affective commitment level of teachers is high	The qualitative findings support this, as participants express a strong commitment to their work and loyalty to the organization	Merging-converging
Mediating Effect of Organizational	The quantitative results highlight the mediating effect of organizational culture on	The qualitative findings support this by emphasizing the importance of a positive work	Merging-converging

Culture on the Relationship between Affective Commitment and Turnover Intention of Teachers	the relationship between affective commitment and turnover intention.	environment and organizational culture. Participants describe their work environment as conducive to teaching and learning, and they appreciate opportunities for training, development, and adequate resources.	
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CONCLUSIONS

The quantitative results highlight the mediating effect of organizational culture on the relationship between affective commitment and turnover intention as it reveals that organizational culture partially accounts for the influence of affective commitment on the turnover intention of private school teachers in Davao City. Moreover, the qualitative findings support this by emphasizing the importance of a positive work environment and organizational culture.

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