Research Article

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School Climate and Teachers' Organisational Commitment in South African High Schools

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Abstract: Previous research on teachers' organisational commitment reveals that investigations into this subject have yet to focus on school climate and on what undermines or strengthens high school teachers' commitment. It is necessary to understand the specific school climate dimensional factors that are positively associated with high school teachers' organisational commitment. Therefore, the purpose of this study is to explore teachers' experiences of school climate and their commitment to teaching as a profession. A phenomenological research design was adopted using a qualitative research approach. A non-random purposive and convenient sampling technique was employed to identify 30 high school teachers within the age bracket of 30 to 40. Data was collected using semi-structured individual interviews, which were also audio-recorded. Following the recordings, the interviews were transcribed. The data was analysed using inductive thematic analysis. The findings of this study indicated that collegial leadership styles, teachers' self-identity, organisational culture, and perceived job security are the school climate dimensional factors that predict organisational commitment among South African high school teachers. This implies that teachers' levels of organisational commitment are significantly shaped by their work environment. Therefore, the goal of educational institutions should be to establish a cooperative, respectful, and encouraging work atmosphere that values teachers' contributions in order to enhance organisational commitment.

Keywords: School climate, organisational commitment, teachers' retention, work environment, academic achievement.

1. Introduction

Education is an instrument to guarantee change and provide a pathway for every individual to achieve a decent livelihood (UNESCO 2020). Thus, the fourth of the seventeen Sustainable Development Goals (SDGs) aims to achieve "universal access to high-quality, equitable education and opportunities for lifelong learning" by 2030. According to Bantilan et al. (2024), a key requirement for accomplishing a nation's overall educational objectives and achieving universal access to quality and equitable education may be teachers' organisational commitment. This is because teachers are essential to education, and to increase the efficacy and success of any educational system, it is critical to consider factors that affect teachers' commitment, which in turn impacts the overall effectiveness of schools.

School climate refers to the overall environment, culture, and atmosphere within a school, which includes factors such as leadership, relationships, safety, resources, and professional development opportunities. On the other hand, teachers' commitment refers to their dedication to their students, profession, and the school itself. A positive school climate directly influences teachers' commitment by fostering a supportive, collaborative, and motivating work environment. Schools that prioritise teachers' well-being, professional development, and leadership support tend to have more engaged, satisfied, and committed teachers, ultimately benefiting student outcomes. For instance, Bogler and

Berkovich (2022) reported that when school leaders provide strong support, fair policies, and clear communication, teachers feel valued and motivated to remain committed to their roles.

Given its significance for teacher retention, the topic of teacher organisational commitment has garnered scholarly attention globally (Bogler & Berkovich, 2022; Ahad et al., 2021). According to Meyer et al. (2017), organisational commitment is the psychological condition, attachment, or bond that an employee has with an organisation. From the perspective of education, teachers' organisational commitment can be described as teachers' emotional attachment to the school, which manifests in their drive to educate students. Thus, commitment is demonstrated by teachers' strong adherence to one or more of the demands of the school organisation (Ucar & Dalgic, 2021).

The ability of a school to retain highly committed teachers is very beneficial, as these teachers are more likely to be dedicated, remain with the school, be punctual, participate in extracurricular activities to meet organisational goals, influence students' academic performance, and prioritise schoolwork over personal interests (Sutcher et al., 2016). Committed teachers make remarkable and unselfish contributions to achieving the overall educational objectives of a nation. Furthermore, the likelihood of them missing work is lower (Thien et al., 2014). To advance the teaching profession and the school, committed educators are more inclined to seek the collaboration, cooperation, and collegiality of other educators both inside and outside of their own school. In contrast, teachers who lack commitment and dedication jeopardise the school's overall success as well as its organisational aims and objectives (Rhman & Khan, 2022).

Several factors contribute to teachers' commitment. According to Wullur and Werang (2020), these factors include emotional exhaustion, inaccessibility of healthy and sufficient school accommodations, remoteness, positive attitudes, self-motivation, personality traits, economic factors, and human relations. Among these factors, the school climate appears to have a significant influence (Otrebski, 2022). As teachers' work environments encompass the entire school, school climate could be defined in the context of this study as a working environment that supports the teaching and learning process, including teacher collaboration, teacher involvement in decision-making, learning innovation, relationships between teachers and students, and resources available in schools for teaching and learning.

According to Nbonu et al. (2023), the term school climate also refers to the elements that influence the atmosphere in schools and how teachers and students feel about them. Therefore, school climate is considered a component of the school environment that is linked to affective and attitudinal aspects, as well as the school's belief systems that impact the cognitive, social, and psychological development of both teachers and learners. School climate is the perception that teachers and students have of a school over a specific time period, shaped by its environment (Ali & Saleh, 2021). These perceptions reflect how comfortable teachers feel in the school setting. However, depending on their perceptions of the actual school environment, Ali and Saleh (2021) contend that sentiments about the school setting may also influence commitment.

Nevertheless, Konold et al. (2018) asserted that school climate could play a significant role in determining why certain school teachers are more committed than others. School climate includes elements such as safety, order, and discipline; teaching and learning resources; interpersonal and social interactions; and school connectedness. Poor educational and professional behavioural patterns, such as absenteeism (Türker & Kahraman, 2021), professional unpreparedness, and low morale (Prado, 2022), can manifest in teachers in the absence of a positive school climate. Furthermore, teachers may experience high levels of stress, low job satisfaction, and insufficient motivation for teaching when they perceive a negative school climate (Sitompul & Tung, 2023). Teachers who encounter a poor school climate may not be fully committed to the school's objectives, which could adversely affect students' academic performance (Yao et al., 2015).

Given that teachers may be more conscientious in carrying out their teaching or organisational responsibilities when they are appropriately motivated, Fang and Qi (2023), as well as Skaalvik et al. (2017), contend that improving teachers' motivation and commitment is crucial for enhancing students' academic achievement. It follows that motivation may drive educators to uphold high management standards, which in turn may help students reach the expected level of academic success.

Observations reveal that there are many dysfunctional schools in South Africa, as evidenced by learners' low levels of success in the matriculation examination (Adewoye, 2022). While it is true that factors such as students' socioeconomic status, family backgrounds, lack of resources, and poor parental involvement can all affect students' academic performance, little is known about the impact of school climate and teacher commitment, which could also be crucial factors in the prevailing conditions experienced by school communities (Maarman & Lamont-Mbawuli, 2017). Moreover, past studies have primarily focused on primary or elementary school teachers in relation to the phenomenon of inquiry.

Previous research on teachers' organisational commitment reveals that investigations into this subject have yet to focus on school climate and what diminishes or strengthens high school teachers' commitment (Wullur & Werang, 2020). Against this background, the purpose of this study is to explore teachers' experiences of school climate and their commitment to teaching as a profession. It is anticipated that the study's findings may provide evidence of factors affecting teachers' organisational commitment in relation to school climate, thereby filling the research gap in the literature concerning high school teachers' work environment and their organisational commitment in South Africa.

Specifically, this study sought to answer the following research question: *How can school climate dimensions inform teachers' organisational commitment?*

2. Theoretical Framework

This study was underpinned by the Tri-component of commitment model (TCCM

2.1 Tri-component of Commitment Model (TCCM)

The Tri-component of commitment model (TCCM), according to Meyer et al. (2017), consists of three levels of organisational commitment: affective commitment, which indicates an employee's emotional attachment to an organisation; continuance commitment, which reflects the financial implications of an employee's intention to leave an organisation; and normative commitment, which refers to an employee's moral duty to the organisation (Ligaya et al., 2015).

When interacting with students in the classroom, teachers who possess a high sense of affective commitment demonstrate strong instructional leadership skills by being proficient in their subject area and employing effective teaching methods (Chigeda et al., 2022). Furthermore, teachers who exhibit a high level of affective commitment are often able to monitor students' work, effectively manage their classrooms, and participate in extracurricular activities, thereby demonstrating good organisational citizenship (Inam et al., 2023). Teachers in this group typically show self-differentiation in contrast to their peers. Given that this type of behaviour is an intrinsic motivation that develops from identification with excellence, teachers who prominently display self-differentiation qualities in the teaching context, such as in the school environment, can inspire themselves to be dedicated to outstanding teaching. According to Marcionetti and Castelli (2022), teachers in this group, therefore, tend to connect deeply with their teaching.

3. Methodology

The philosophical assumption underpinning this study influenced the selection of an interpretivist paradigm, which focuses on understanding the world from the perspective of people's lived experiences (Pervin & Mokhtar, 2022). This study employed a qualitative research approach, as it aims to investigate and comprehend teachers' experiences concerning organisational commitment and school climate in their natural working environment. To fully understand the phenomenon under investigation, this study adopted a phenomenological research design. By using both in-depth unstructured interviews and informal observations as data collection methods, this approach focuses on the fundamentals to clarify the meanings associated with the phenomenon (Creswell, 2021). The phenomenological design was chosen to describe and substantiate the daily experiences of high school teachers in their natural work setting. According to Busetto et al. (2020), a qualitative study utilises a phenomenological design to describe and interpret participants' experiences related to a particular event, as well as to document the meanings that participants assign to that event.

A purposeful sampling technique was used to select participants in order to obtain qualitative insight into the investigation. This technique allows for the selection of educators who can best provide answers to the research questions (Pervi & Mokhtar, 2022). Participants provided detailed information about their experiences related to school climate and their commitment to the teaching profession. Selection criteria included teachers with at least two years of teaching experience, those teaching in senior secondary schools (particularly Grade 12), and those with a teaching qualification. Three schools—one in each of the districts (North, South, and West)—were purposefully chosen. Ten educators were selected from each school, resulting in a total sample size of thirty participants. All participants were educators working with Grade 12 students in high schools.

Having to repeatedly book appointments and clarify the research objectives, an arrangement was finally made to meet the participants, who were introduced by the gatekeeper. The participants willingly took part in my research and waited for their turn to be interviewed, although it took quite a long time to complete the interviews. Fortunately, some of the teachers' residences were located not too far from the school. Generally, the participants were friendly and ready to provide candid information about the phenomenon under study.

After receiving the necessary ethical approval and permission, a meeting was set up with the potential participants to discuss the study and obtain their informed consent in writing. Before the interviews began, the participants were given a detailed document that explained the purpose of the study, the format of the interviews, and the types of questions they might anticipate. As a result, a good rapport was established with the participants. Furthermore, they were assured that pseudonyms would be used to maintain the confidentiality of their personal information and that it would not be disclosed to third parties. Before agreeing to engage in the research, it was ensured that the participants understood exactly what was involved.

3.1 Instrumentation

In-depth semi-structured interviews, focus groups, observations, and a compilation of relevant documents, as well as images and audio-visual materials, were the main methods for collecting data. The questions posed during the interviews were open-ended. An audio device was used to record the teachers' responses to the questions, which were later examined and analysed (Liamputtong, 2019). During the interviews, the teachers discussed their varied teaching experiences, their levels of dedication to the job, their professionalism, and the ways in which the school environment impacted their work. Additionally, the interviews provided participants with the opportunity to share personal, in-depth information about themselves.

3.2 Data analysis and interpretation

Creswell's (2021) model of data analysis, which comprises a series of steps, was adopted. The digitally recorded interviews were first transcribed and then analysed based on the themes and

categories that emerged. The transcriptions of the audio recordings of the interviews, along with the notes, formed the qualitative data that was analysed using inductive thematic analysis. The purpose of inductive thematic analysis, a commonly used approach in qualitative research, is to identify, investigate, and document patterns in the data (Busetto et al., 2020). Data were coded to identify and highlight significant patterns. This involved a) familiarising oneself with the data, b) creating preliminary codes, c) identifying themes, d) reviewing the themes, e) characterising and labelling the themes, and f) compiling the findings.

3.3 Trustworthiness of the study

According to Creswell (2021), trustworthiness considers credibility based on coherence, insight, and instrument utility. According to Babie and Mouton (2011), conformability was evaluated in order to satisfy the trustworthiness requirement. Member checking was used to determine the study's credibility. Member checking entails asking participants for feedback on the data, interpretation of it, and the study's results (Creswell, 2021). Participants were provided with the opportunity to ask questions in order to address any concerns they may have had about the research process. To further ensure the validity of the study findings, space triangulation was used to overcome parochialism (Yin, 2016). Additionally, emails with data transcriptions were sent to participants for verification (Creswell, 2021). Finally, effort was made to ensure that their own cultural, religious, or personal beliefs had no bearing on any of the results drawn from the interviews.

3.4 Ethical consideration

The research ethics committee of the University of South Africa provided ethics approval. Participants had the option to withdraw from the research at any time and were fully informed about the possible implications of the study in advance (Strydom, 2021). All necessary safety measures were taken to ensure that research participants would not suffer harm. These measures included, but were not limited to, obtaining written informed consent prior to the study. Some cultures, particularly among Africans, do not permit the disclosure of certain sensitive information under any circumstances; hence, I had to explain the purpose of the interviews to the research participants. Therefore, obtaining the participants' informed consent was essential (Dakwa, 2016). Participants were not subjected to any undue influence in order to obtain data from them. Confidentiality was maintained by ensuring that the participants' identities did not appear on a computer or in any audio-visual recordings, by utilising pseudonyms (Dakwa, 2016; Yin, 2016a).

4. Presentation of Results

The findings were presented using the four themes that arose from the data. These themes identified the school climate dimensions that influence teachers' organisational commitment.

4.1 Theme 1: Collegial leadership styles

This theme focuses on how teachers conceptualise collegial leadership as they carry out their daily administrative and instructional responsibilities. Based on the teachers' experiences, it became clear that collegial leadership may promote effective organisational leadership, which includes distributive justice, interactional justice, and organisational procedural justice to ensure successful teacher commitment. Participants stated that teachers place a high value on how principals manage the operations of the entire school, as leadership is crucial to maintaining organisational justice, which can influence the school climate and potentially alter teachers' commitment to their daily responsibilities.

Collegial leadership is rooted in democratic leadership or organisational justice, which ensures that the principal, who represents the school authority, supports all employees. The school principal grants teachers the freedom to act, is concerned about their welfare, and views them as colleagues who are prepared to work collaboratively with the administration to achieve the school's goals and

objectives, particularly in raising student achievement in the classroom. Participants shared their views on organisational justice.

> *I feel satisfied and supported because everyone has a voice and the school management upholds the open-door policy. We have this self-leadership thing where we can work without supervision because we genuinely understand our role* (P6).

Some participants shared their experiences with management leadership styles and teacher interactions in an implicit and equitable manner. They noted that the fairness of the social relationships between them and the school administration enhanced their organisational commitment:

> *A lot of decisions are made by the authority in the school, and we are part of these decisions. I feel being part of the decisions makes me function better in a school climate that allows for democratic leadership* (P8).

It appears that if teachers receive the right kind of support and engagement from school leadership, they may be able to sustain their organisational commitment and enhance their job performance. Participating teachers believe that the school administration supports them and involves them in decision-making, which, in their opinion, fosters their commitment. Teachers must have the backing of their principals in order to be inspired to contribute more effectively to the achievement of the school's objectives. This was evidenced in the remarks of the second participant:

> *We hold frequent meetings where we talk about staff issues and how we can improve our work conditions. This inspires me to put in my best to achieve schools' overall objectives* (P4).

By promoting collegial leadership, schools can create an environment that nurtures teachers' commitment, leading to a more cohesive and effective educational setting.

4.2 Theme 2: Teacher self-identity

The extent to which teachers are committed to teaching as a career is based on how they characterise themselves through their self-image, self-esteem, self-awareness, and self-evaluation. For most teachers, affective attachment to teaching supersedes job-related challenges. Many participants expressed that they love teaching for its own sake. The following extracts capture their various expressions:

> *I like to teach. I'm having fun with it. I have been doing it for the past eight years at the very least, which indicates that it is working for me. So far, so good* (P12).

> *I find enjoyment in teaching students and imparting knowledge to them in a classroom* (P10).

According to the participants' verbatim statements taken from the interview transcripts, some teachers appear to love their jobs because they are passionate about teaching. In the process, educators developed organisational citizenship behaviour. This involves making extra, constructive, and positive efforts out of their own free will to help students, as well as working together with colleagues to significantly increase organisational effectiveness. Another participant had this to say:

> *I love teaching so much that I even go above and beyond to give the students, extra classes, especially those who are having trouble with math* (P1).

It seems that educators were professionally motivated to uphold standards and excellent teaching. Based on their sense of commitment to schoolwork, the majority of participants appear to think that teachers could raise student academic achievement by going above and beyond the call of duty. One of the participants concurred with this view:

> *I identify my weaker students at the start of the year and make sure they have extra classes twice a week to cover the fundamentals of what they should know. Of course, we do everything in our power to assist the students as frequently as possible* (P2).

4.3 Theme 3: Organisational Culture

Participants' attitudes and morale towards work were impacted by a positive, healthy, and enriched organisational culture, which is crucial for organisational commitment. The term organisational culture describes the set of values, beliefs, and expectations that are either conscious or unconscious and that are intended to direct and facilitate the actions of every employee in an organisation. Observed behavioural regularities, norms, prevailing values, philosophy, regulations, and organisational environment are some of the traits that influence an organisation's culture. Similar to personality traits, which are a person's fundamental characteristics, organisational culture describes the consistent aspects of an organisation. A poor organisational culture results in employee discontent, decreased productivity, and staff turnover. On the other hand, a strong organisational culture can help attract and retain teachers, encourage collaboration, and increase productivity. Most of the participants supported this point.

> *There is a direct correlation between teachers' commitment and the organisational culture. Teachers' commitment will always increase in a school where there is a good organisational culture. (P15).*

Leaders play an integral role in the formation of a positive organisational culture. Effective leadership depends on the characteristics, attributes, and conduct of the leaders, the unique qualities of the followers, and the environment in which leadership occurs. Employee commitment is likely to decline if leaders exhibit extreme dominance. Employee dedication relies on how well leaders are committed to maintaining a healthy organisational culture.

> *Organisational commitment is influenced by leaders. I will be more dedicated to work if the leaders are approachable. There will be less dedication if the leaders are not helpful. (P13).*

Participants agreed that both monetary and non-monetary incentives, as part of the organisational culture, enhance commitment. These incentives significantly influence teachers' organisational commitment, often positively affecting their motivation, satisfaction, and long-term engagement in the profession. Sustainable monetary incentives, such as performance-based pay, bonuses, or salary increases, can help retain committed teachers and attract new talent. According to the participants, this holistic approach fosters a more engaged and committed teaching workforce.

> *To enhance teachers' organisational commitment, both monetary and non-monetary incentives are crucial. While financial incentives have a significant role, praise and recognition also serve as a boost. (P11)*

Organisations with strong, positive cultures often engage employees who are aligned with the organisation's mission. Conversely, a misaligned or toxic culture can result in low employee morale and hinder success.

4.4 Theme 4: Job security

Job security is a crucial factor influencing teachers' commitment to their profession, as it provides a stable foundation for them to invest in their work, develop long-term goals, and foster meaningful relationships with students and colleagues. Teachers who feel secure in their jobs are often more motivated and dedicated to delivering high-quality service. Job security enables most participants to focus on long-term educational outcomes without the anxiety of potential job loss, which can otherwise distract them from their teaching responsibilities. It is an important aspect of commitment. The majority of the participants strongly believe that if job security is not assured, organisational

commitment and productivity might decrease. One of the participants made the following remark regarding job security and organisation commitment:

> *Commitment requires job security. There will be more dedication if the job is secured. Job stability have a significant impact on commitment. We can put in our best effort and dedicate ourselves to the organisation when job stability is present* (P3).

Most teachers feel secure in their jobs; hence, they are more committed to building strong relationships with students and going the extra mile to ensure their success. The teachers create individualised learning plans for students and provide support outside of regular class hours. Job stability enables them to focus on long-term contributions to the overall educational objectives of the school. Teachers are able to engage in school-wide initiatives because they believe they have a stake in the school's success and are more inclined to support a positive, cohesive work environment.

> *Having assurance of job security is very important. I can labour tirelessly and fully commit to the organisation when job security is in place. What made me to be more committed is the assurance that I have that my position is secured. So for me, job security is a key factor in commitment. I am able to fully work and dedicate myself to the institution when job security is present* (P5).

Thus, job security plays a significant role in fostering teachers' commitment. By providing a stable and supportive environment, schools can enhance teachers' motivation and promote a positive school culture that ultimately benefits both students and the educational system.

5. Discussion Findings

Teachers' organisational commitment is the emotional and psychological attachment that teachers feel towards their place of work, which is the school. It reflects their willingness to commit to their teaching job, work hard for the success of the school, and align their goals with that of the school. This study identified four diverse themes that capture school climate dimensional factors informing teachers' organisational commitment. The findings revealed that collegial leadership styles influenced teachers' organisational commitment. Principals viewed teachers as colleagues and established high yet attainable standards for the school's success as collegial leaders. The way the principals handle the three aspects of organisational justice—procedural, distributive, and interactional justice—is indicative of how they relate to events based on the conditions that confront them and treat teachers with fairness, equity, and organisational justice.

The findings of this study are consistent with those of other research indicating that collegial leadership is a significant predictor of teachers' organisational commitment. For instance, the findings support those of Ahakwa et al. (2021), who highlighted that higher levels of organisational commitment are linked to workplaces that exhibit high levels of engagement, cohesiveness, clarity, and openness to change. Additionally, this finding resonates with the research of Emre and De-Spiegeleare (2021), who identified collegial leadership styles as significant determinants of organisational commitment.

The findings of this study also revealed that teachers have a greater tendency to be committed to meaningful activities linked to their self-identity, taking cognisance of the environment in which they operate. Because school responsibilities align with their self-identity, teachers feel emotionally or affectively committed to their schoolwork, as these duties are consistent with who they are. Self-identity significantly influences teachers' organisational commitment by shaping how they view their role, their sense of purpose, and their connection to the teaching profession. This finding aligns with the conclusions of Zheng et al. (2021), who reported that when teachers strongly identify with being educators, it often deepens their organisational commitment.

The findings of this study indicated that organisational culture is a possible influencing factor of teachers' organisational commitment. A positive organisational culture is a strong driver of teachers' commitment, as it creates an environment where teachers feel valued, supported, and motivated. The findings revealed that teachers noted a workplace culture that fosters trust, collaboration, and respect facilitates a general increase in teachers' organisational commitment. This finding concurs with that of Dousti et al. (2023), who found a positive relationship between organisational culture and Physical Education teachers' creativity levels.

This study revealed that teachers perceive job security as an indispensable right and the most influential means of motivating them. Furthermore, job security allows teachers to be certain about their future careers, increases productivity, and reduces teachers' intention to quit. The findings of this study indicate that the concept of job security is pivotal in enhancing teachers' organisational commitment. This finding is supported by the research of Khan et al. (2017), who reported a significant positive relationship between job security and the organisational commitment of employees. This attests to the fact that job stability encourages commitment from employees in most organisations. Thus, organisational commitment is positively connected with job stability.

This study contributes to the understanding of how teachers commit by carefully examining the theoretical framework underpinning this study, including a theoretical explanation of commitment in relation to organisational commitment and the work environment. Theoretically, teachers' self-identity, leadership styles, organisational culture, and job security can explain the reasons individuals (teachers) behave in certain ways in task settings. At certain times, teachers can exhibit affective commitment, continuance commitment, or normative commitment in line with the Tri-component Commitment Model (TCCM), depending on the prevailing circumstances in the school climate.

6. Conclusion

This study explored teachers' experiences of school climate and their commitment to the teaching profession. The findings indicated that collegial leadership styles, teachers' self-identity, organisational culture, and perceived job security are the school climate factors that predict organisational commitment among high school teachers in South Africa. This implies that teachers' levels of organisational commitment are significantly shaped by their work environment. For educational institutions to operate effectively and for education to be of a high standard overall, teachers' organisational commitment is essential. To improve educational outcomes, it is therefore crucial to understand the elements impacting teachers' commitment. Taking into account the unique characteristics of the South African educational environment, this study contributes to the body of knowledge in education, particularly regarding teacher commitment and school climate. By exploring the phenomenon through a qualitative-interpretive paradigm lens, which encourages a thorough investigation and examination of the experiences of teachers teaching Grade 12 students, certain nuances that were not measurable in the analysis of school climate and teacher commitment emerged to help shape the study's understanding from a South African perspective.

6.1 Limitation of the study

One of the limitations of the present study is that, although close attention was paid to ensuring quality assurance criteria, researcher subjectivity may have influenced the study, particularly during data collection and interpretation. However, to reduce researcher subjectivity, member checking was employed to ensure that the generated themes were accurately interpreted. Moreover, the scope of this research was limited to teachers employed by the South African Government in the Tshwane Education District. Therefore, teachers working in the private sector were excluded from this research. This choice was based on the assumption that teachers in public schools would be able to provide answers to the questions posed in the present study.

6.2 Recommendations

The findings of this study demonstrate that teacher commitment to organisational duties is significantly influenced by aspects of school climate. This implies that teachers' levels of organisational commitment are considerably shaped by their work environment. Therefore, the main goal of educational institutions should be to establish a cooperative, respectful, and encouraging work atmosphere that values teachers' contributions and enhances their commitment. By understanding the various conceptualisations of organisational commitment, educational psychologists can provide informed knowledge to help influence how education stakeholders (government, education department, principal, and teaching community) address teachers' interests in accordance with educational organisation expectations or outcomes when making recommendations. This will enable teachers to commit to organisational goals that also reflect their own aspirations. In line with the main findings of this study, it is further recommended that school administrators demonstrate an interest in the personal goals, achievements, and challenges of teachers and support them in being motivated and dedicated to delivering high-quality service.

In this rapidly evolving educational landscape, it is vital to conduct empirical research on the relationship between teacher commitment and school climate on a regular basis. Future studies could examine teacher commitment and school climate in primary and intermediate secondary schools to determine how these phenomena differ from or are similar to those in high schools, thereby enhancing the educational experience for students and contributing to a systematic and developmental understanding of the subject of study.

7. Declaration

Conflict of Interest: The authors declare no conflict of interest.

Data Availability: The data supporting the findings of this study are available from the corresponding author upon reasonable request. Access will be granted to researchers who meet the criteria for data sharing established by the institutional review board or ethics committee.

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