

# Teachers' Perceptions of Organizational Justice and Culture: Their Influence on Organizational Commitment

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**Abstract.** This study examines how organizational justice and organizational culture influence the commitment of public school teachers in East District II, Cagayan de Oro City, Philippines. Understanding these factors is essential for improving teacher retention and job satisfaction. A descriptive correlational research design was used, with data collected from 282 randomly selected teachers through survey questionnaires. Results indicate that organizational justice and culture both significantly affect teachers' commitment. Specifically, interactional justice plays a key role in strengthening commitment, while distributive and procedural justice do not show a significant effect. Among the aspects of organizational culture, only adaptability demonstrates a meaningful impact on commitment. Overall, the model explains 12.5% of the variance in organizational commitment, confirming that fostering fairness and a supportive work environment can enhance teacher dedication. These findings highlight the importance of fair treatment and a strong organizational culture in creating a motivated and engaged teaching workforce.

**Keywords:** Organizational commitment; Organizational culture; Organizational justice; Regression analysis.

## 1.0 Introduction

Having efficient and effective systems in a workplace plays a significant role in every organization. Employing and retaining skilled workers is a function of human resources. An organization's policies must be put into practice since they act as a roadmap or strategic guide to accomplish the organization's objective. Consequently, in this context, it is important to comprehend the justice and culture in an organization as well as the commitment of the workers. However, the challenge of an employee making wise judgments is a fact that confronts a company as a place of employment (Pasion, 2023). For instance, considering the present scenario in the public elementary educational system, issues of Organizational Justice, Organizational Culture, and Organizational Commitment come into play.

Justice is a fundamental human need to maintain social unity. Positive impressions of justice in societal issues can promote happiness and patience, while negative experiences may result in societal instability and confusion. In this regard, social institutions, notably schools, are accountable for developing environments where individuals can live and engage constructively (Tahseen & Akhtar, 2015). When there is a lack of justice in the workplace, particularly when teachers compare their work with their coworkers who put in less time but earned greater rewards, their level of commitment will either decline or be reduced. As a result, they will act in a way that hinders their ability to accomplish their objectives as school teachers (Tahseen & Akhtar, 2015).

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There is no consensus on what factors enhance a worker's commitment to their organization. It is possible that an employee's level of commitment can be influenced positively or negatively by the organization's culture (Ramdhani et al., 2017). Despite extensive studies exploring the relationship between organizational culture and commitment, significant gaps still exist. Notably, many studies have concentrated on Western contexts, often overlooking the impact that cultural nuances in non-Western settings may have on this relationship. Addressing these gaps could lead to a more comprehensive and contextually relevant understanding of the intricate connection between organizational culture and employee commitment.

Organizational justice and organizational culture are not new concepts, but very few studies exist in both schools and education management. There is insufficient research in education, especially among teachers (Jameel et al., 2020). Also, the literature review on organizational justice, culture and commitment reveals that few studies frequently concentrate on educational contexts. The relationship between these concepts has not been well studied; hence, it is believed to be a crucial gap to enhance the teacher's efficiency and the sustainability of the concept for educational institutions to utilize to succeed.

Blau's (1964) Theory of Social Exchange and Denison's (2003) Theory of Organizational Culture provide a deeper understanding of the connection between justice, culture, and commitment. Social exchange research suggests that when employees perceive justice, they are more likely to develop an emotional connection with the organization to reciprocate fair management practices. Organizational justice is a motivator for teachers' commitment to achieving the organization's goals. It also plays a significant role in how committed teachers perceive the organization. Teachers who perceive justice tend to exhibit positive behaviors, while those who perceive injustice may show reduced effort and low levels of commitment. Additionally, Jufrizen et al. (2021) emphasized that maintaining an organizational culture grounded in established principles is essential for motivating teachers to commit firmly to their organization. A robust organizational culture fosters shared goals among teachers, ultimately benefiting staff performance (Shahzad et al., 2015).

The study comprehensively examines the intricate relationships and influences among organizational justice, culture, and commitment within the specific context of public elementary school teachers in Cagayan de Oro City. By exploring these dynamic interactions, the research seeks to enhance existing knowledge regarding how perceptions of fairness (organizational justice) impact the overarching culture within schools and how these factors, in turn, affect teachers' commitment to their roles and responsibilities.

## **2.0 Methodology**

### **2.1 Research Design**

This study employed the descriptive-correlational research design with regression analysis. Descriptive-correlational design strongly emphasizes explaining the connections between and among variables. The method used was suitable because correlational research designs allow for examining relationships between variables without putting any of the variables under the researcher's direct control or manipulation. Additionally, regression analysis was used to assess the influence of culture and justice on commitment. Regression analysis was used to ascertain which components genuinely affect the outcome statistically.

### **2.2 Research Respondents**

The study's respondents were the 282 teachers in East District II, Department of Education Division of Cagayan de Oro. The population frame comprised regular elementary school public teachers, totaling 330. The total population had the following breakdown: (a) school 1-59; (b) school 2-45; (c) school 3-57; (d) school 4-73; (e) school 5-21; (f) school 6-28; (g) school 7-5; (h) school 8-13 and (i) school 9-29. To identify schools, all schools were located in the researcher's assigned district, East District II under the Division of Cagayan de Oro. The study included public elementary school teachers who are currently teaching and are permanent teachers, in the Division of Cagayan de Oro, Department of Education (DepEd). In selecting teacher-respondents from the school, proportionate stratified random sampling was used in the study to ensure an equal distribution of respondents per school. In this sampling strategy, the researcher first defined the population, consisting of 330 public elementary school teachers from nine (9) public elementary schools in East District II under the Division of Cagayan de Oro for the school year 2023-2024. Using the Raosoft Calculator, the researcher determined the sample

size, which is 282, based on a confidence level of 90% and a margin of error of 5%. After the sample size was obtained, the population was divided into groups or strata. The stratification process was based on the nine (9) public elementary schools. This sampling strategy aimed to gather data from a representative sample of public elementary school teachers, enabling the researcher to draw meaningful conclusions and make inferences about the entire population of interest.

### **2.3 Research Instrument**

The study used modified questionnaires to gather the data, following the scope of the study. The questionnaire was divided into four (4) sections: demographic data, Teachers' Organizational Justice, Teachers' Organizational Culture, and Teachers' Organizational Commitment. The first section of the instrument solicited the demographic data, such as age, gender, and length of service. The second section of the questionnaire was adapted from the organizational justice scale, developed by Niehoff and Moorman (1993) and was adapted by Novitasari et al., (2020). The instrument has been used in several studies to examine the level of the teachers' justice. It also consists of three subscales: Distributive, Procedural and Interactive Justice. This has been modified to reduce ambiguity, answer bias, or measurement error to increase the questionnaire's reliability and ensure that the items measure the intended components precisely and effectively.

The third section of the questionnaire was adapted from the organizational culture instrument, consisting of 20 questions based on Denison's organizational culture, and was adapted by Wahyuningsih, (2019). The instrument has three (4) dimensions, namely: (1) Involvement, (2) Consistency, (3) Adaptability, and (4) Mission. This questionnaire was designed to calculate the overall organizational culture level of the employees. This has been modified to consider cultural sensitivity and variances, particularly for research done in various educational environments. Adjustments were made to the questionnaire to account for differences among the surveyed teachers. Finally, the fourth part of the questionnaire used was the organizational commitment scale, adapted by Novitasari et al., (2020). There were three dimensions, namely: (1) Affective, (2) Normative, (3) Continuance. The questionnaire was modified to include elements of commitment that are particularly relevant to the teachers' culture, beliefs, and objectives and to ensure that it will always be accurate, relevant, and helpful in determining how committed teachers are to their organization. Overall, the researcher modified the three sets of questionnaires to suit the local context of the teacher respondents. These were the following factors taken into account when modifying questionnaires: first, whether the question or statement was unclear; second, whether particular questions, statements, or sections should be removed; and third, whether the question or statement has to be rephrased in order for the respondents to comprehend completely.

### **2.4 Data Gathering Procedure**

In gathering the data for this study, the researcher implemented a series of systematic procedures to ensure a thorough and ethical approach. First, the researcher obtained a formal permit from the Superintendent of the Department of Education – Region X Schools Division. This step was crucial as it established the legitimacy of the research and ensured compliance with educational regulations. Upon receiving the necessary permissions, the researcher engaged directly with the school principals to facilitate the distribution of the questionnaires to the teachers. This involved scheduling meetings to explain the study's purpose, the importance of teachers' participation, and how the feedback would contribute to educational improvements. After three days designated for collection, the researcher retrieved the completed survey forms. To maintain confidentiality and ensure the integrity of the data, each form was handled with care and organized systematically. Subsequently, the researcher tabulated the responses meticulously, preparing the data for statistical analysis. This involved coding the data and using appropriate software tools to ensure accurate calculations. The results were then analyzed, interpreted, and compared against the study's hypotheses and previous research findings to draw meaningful conclusions. This comprehensive approach ensured the research was reliable and valid, yielding insights that could inform future educational practices. To suit the local context of the study, the instruments were subjected to content validation and face validation by the experts in the field. After the comments and suggestions of the experts, these were integrated to enhance the instruments. To test the reliability of the questionnaires, the researchers performed pilot testing on the teachers in the other district who were not the respondents of the actual study. Cronbach alpha values for organizational justice, organizational culture, and organizational commitment are 0.955, 0.942, and 0.895, respectively.

## 2.5 Ethical Considerations

Carrying out research in the Department of Education required strict compliance with ethical standards to safeguard the well-being and respect of all respondents engaged. Essential principles involved acquiring informed consent, guaranteeing that participants were informed about the study's objective, methods, and possible risks before participating. Confidentiality and privacy were ensured to safeguard sensitive information, and the researcher guaranteed that data was utilized only for the study's designated purposes. It was crucial to evaluate the possible effects of the research on the respondents, steering clear of any methods that might have led to harm or unnecessary stress. Furthermore, the study had to be structured. It carried out equitably, honoring the rights and independence of every respondent while guaranteeing that the research outcomes were presented truthfully and impartially.

## 3.0 Results and Discussion

### 3.1 Relationship between Organizational Justice and Organizational Commitment

Table 1 presents the correlation analysis highlighting a connection between organizational justice and commitment.

**Table 1.** Test of Relationship between Organizational Justice and Organizational Commitment

	Org Commitment			Affective			Continuance			Normative		
	r value/ P value	Decision on Ho	Interpretation	r value/ P value	Decision on Ho	Interpretation	r value/ P value	Decision on Ho	Interpretation	r value/ P value	Decision on Ho	Interpretation
<b>Org Justice</b>	.277** .000	Reject Ho	S	.291** .000	Reject Ho	S	.164** .006	Reject Ho	S	.187** .002	Reject Ho	S
<b>Distributive</b>	.215** .000	Reject Ho	S	.202** .001	Reject Ho	S	.162** .006	Reject Ho	S	.132* .026	Reject Ho	S
<b>Procedural</b>	.247** .000	Reject Ho	S	.297** .000	Reject Ho	S	.129* .030	Failed to Reject	S	.156** .009	Reject Ho	S
<b>Interactional</b>	.304** .000	Reject Ho	S	.309** .000	Reject Ho	S	.160** .007	Failed to Reject	S	.231** .000	Reject Ho	S

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

\* . Correlation is significant at the 0.05 level (2-tailed).

Notably, organizational justice and the overall measure and its dimensions (distributive, procedural, and interactional) strongly correlate, emphasizing the significant relationship between the teachers' organizational commitment. These findings underscore the vital role of fairness and equity in fostering a positive and effective work environment for teachers. The significant correlation between teachers' commitment levels and their views of justice and fairness indicates a close relationship between these two variables. Teachers who believe their schools are just and fair will likely feel appreciated, respected, and supported by their colleagues. This in turn promotes a feeling of loyalty, commitment, and trust toward the organization (Haider & Khan, 2022). The results of this study highlight the significance of organizational justice as a critical component in determining the teachers' levels of commitment, including their moral obligation and continuity decisions as well as their emotional bond with their schools. These results provide insightful information about how organizational justice and commitment interact in the context of education.

Moreover, when teachers feel that their contributions are fairly acknowledged and rewarded, that decision-making procedures are open and inclusive, and that administrators and colleagues treat them with decency and respect, they are more likely to develop deep bonds with their schools. Teachers' commitment is improved by a favorable work environment, job satisfaction, and general well-being facilitated by fair treatment and organizational assistance (Iqbal, 2017). On the other hand, the correlation coefficients reveal notable associations. Affective Commitment shows a positive correlation of ( $r=0.291$ ,  $p=0.000$ ), suggesting that teachers become more

emotionally attached to and committed to the organization when they perceive organizational justice is present. It also indicates that teacher views of justice and justice inside the organization were connected on their emotional attachment to and commitment to their educational institution. Teachers are more likely to form a close emotional connection with the organization when they feel that resources and rewards are handled fairly, the decision-making processes are transparent, and they are treated with dignity and respect (Naghypour et al., 2015). Moreover, the significance of cultivating an organizational justice in educational institutions is highlighted by this relationship. The goal of leaders and administrators in schools is to develop procedures and systems that prioritize equality, openness, and diversity (Shamma & Shurman, 2018). This could entail putting in place precise and uniform policies, giving the teachers the chance to contribute and participate in decision-making, and ensuring they are treated fairly and have their contributions recognized (Lawal, 2022).

### 3.2 Relationship between Organizational Culture and Organizational Commitment

In the context of the study of the relationship between organizational culture and organizational commitment, the findings presented in Table 2 suggest a significant association between the surveyed teachers. Specifically, when examining Organizational Commitment, the correlation coefficient of ( $r=0.321$ ,  $p=0.000$ ) supports rejecting the null hypothesis, indicating a statistically significant and significant association. This suggests that among the teachers taking part in the study, indicating a healthy organizational culture was associated with the overall commitment. The statistics were consistent with the notion that teachers who work in situations with positive organizational cultures were committed to their organizations (Soomro & Shah, 2019). Table 2 highlights positive correlations between organizational culture and commitment, covering involvement, consistency, adaptability, and mission. These results emphasize organizational culture's critical role in fostering a supportive work environment for teachers.

**Table 2.** Test of Relationship between Organizational Culture and Organizational Commitment

	Org Commitment			Affective			Continuance			Normative		
	r value/P value	Decision on Ho	Interpretation	r value/P value	Decision on Ho	Interpretation	r value/P value	Decision on Ho	Interpretation	r value/P value	Decision on Ho	Interpretation
<b>Org Culture</b>	.321** .000	Reject Ho	S	.386** .000	Reject Ho	S	.152* .010	Reject Ho	S	.217** .000	Reject Ho	S
<b>Involvement</b>	.297** .000	Reject Ho	S	.372** .000	Reject Ho	S	.130* .029	Reject Ho	S	.199** .001	Reject Ho	S
<b>Consistency</b>	.286** .000	Reject Ho	S	.345** .000	Reject Ho	S	.131* .027	Reject Ho	S	.196** .001	Reject Ho	S
<b>Adaptability</b>	.317** .000	Reject Ho	S	.364** .000	Reject Ho	S	.165** .005	Reject Ho	S	.212** .000	Reject Ho	S
<b>Mission</b>	.273** .000	Reject Ho	S	.309** .000	Reject Ho	S	.142* .017	Reject Ho	S	.186** .002	Reject Ho	S

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

\* . Correlation is significant at the 0.05 level (2-tailed).

Moreover, an organization's values and ethical leadership are essential elements of a healthy school culture that encourages normative commitment. Teachers are more likely to have a sense of trust and loyalty towards the school when they believe their principals/leaders act honestly, transparently, and justly in their decision-making. Teachers also tend to identify more with the school's principles and feel obligated to uphold them when such values include respect, teamwork, and social responsibility (Azadi et al., 2013). These findings demonstrate a strong positive correlation between organizational culture and organizational commitment, highlighting the relationship of a healthy organizational culture to teachers' levels of commitment in the setting of education. The results show how crucial a positive organizational culture is to the teachers' commitment in their respective schools. Educational institutions can cultivate a committed and motivated teacher by recognizing and promoting a positive culture (Kaya & Secim, 2018). Moreover, principals help their teachers reach high standards and motivate them to be more successful by building strong school cultures. Thus, the commitment of teachers is strongly and directly tied to the principal's involvement in creating a strong school culture (Soomro & Shah, 2019).

### 3.3 Relationship between Organizational Justice and Organizational Culture

In Table 3, the correlation analysis shows that organizational justice correlates positively with organizational culture.

Table 3. Test of Relationship between Organizational Justice and Organizational Culture

	Org Justice			Distributive			Procedural			Interactional		
	r value/ P value	Decision on Ho	Interpretation	r value/ P value	Decision on Ho	Interpretation	r value/ P value	Decision on Ho	Interpretation	r value/ P value	Decision on Ho	Interpretation
<b>Org Culture</b>	.449** .000	Reject Ho	S	.334** .000	Reject Ho	S	.437** .000	Reject Ho	S	.476** .000	Reject Ho	S
<b>Involvement</b>	.415** .000	Reject Ho	S	.315** .000	Reject Ho	S	.396** .000	Reject Ho	S	.440** .000	Reject Ho	S
<b>Consistency</b>	.449** .000	Reject Ho	S	.328** .000	Reject Ho	S	.435** .000	Reject Ho	S	.484** .000	Reject Ho	S
<b>Adaptability</b>	.397** .000	Reject Ho	S	.294** .000	Reject Ho	S	.397** .000	Reject Ho	S	.412** 0.000	Reject Ho	S
<b>Mission</b>	.462** .000	Reject Ho	S	.360** .000	Reject Ho	S	.456** .000	Reject Ho	S	.468** .000	Reject Ho	S

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

\* . Correlation is significant at the 0.05 level (2-tailed).

In examining the relationship between organizational justice and organizational culture, the results presented in Table 3 indicate a significant association among the surveyed teachers. Specifically, the correlation coefficient for the connection between Organizational Justice and Organizational Culture is ( $r=0.449$ ,  $p=0.000$ ), leading to the rejection of the null hypothesis. The concepts of organizational justice and culture were connected and mutually significant where positive organizational cultures built on mutual respect, cooperation, and trust were fostered by just and equitable organizational structures that are defined by transparent decision-making procedures, equitable resource allocation, and respectful treatment of teachers (Britton, 2018).

Additionally, according to Arar and Saiti (2022), organizational justice is strongly associated with teachers' positive perceptions of organizational culture. Teachers gain from creating a fair and equitable classroom atmosphere in various ways that develop their commitment, overall experience, and well-being. Addressing issues of organizational justice truthfully is a practical move in creating a more encouraging and positive culture within the school (Day et al., 2020). Also, trust and respect are fostered within the school when teachers think that decisions are made relatively (procedural justice) and treated fairly (interactional justice). A supportive and encouraging organizational culture built on trust and respect makes teachers feel appreciated and supported (Pavlidou & Efstathiades, 2021).

Moreover, transparent rules and procedures are essential to an effective organization. Teachers are more likely to trust the leadership and feel involved in decision-making when they have access to information and can explain the reasons behind organizational decisions. By encouraging trust and lowering uncertainty among teachers, this transparency helps create a strong organizational culture (Sheeraz et al., 2020). Likewise, when an organization makes sure that all teachers receive equitable treatment and have equal access to opportunities for professional advancement, teachers are more likely to be motivated and committed to the organization's objectives when they believe that prospects for growth, resource allocation, and contribution recognition are equitable (Kusumaningrum et al., 2020). Teachers feel empowered to succeed in an encouraging and welcoming work environment.

### 3.4 Influence of Organizational Justice on Organizational Commitment

Table 4 reflects the significant influence of organizational justice on organizational commitment. The R-squared value in Table 4 is 0.077, indicating that the predictor variable, organizational justice, can explain approximately 7.7% of the variance in Organizational Commitment.

**Table 4.** Regression Analysis using Organizational Justice as predictor of Organizational Commitment

<b>Model 1</b>					
<b>Predictor</b>	<b>B</b>	<b>Std. Error</b>	<b>t</b>	<b>Sig.</b>	<b>Remarks</b>
(Constant)	2.35	.112	21.0	.000	
ORG_JUSTICE	.159	.033	4.81	.000	Significant
<b>Model 1: R-squared = 0.077, F =23.227, p-value =0.000</b> <b>Dependent Variable: ORG_COMMITMENT</b>					
<b>Model 2</b>					
<b>Predictor</b>	<b>B</b>	<b>Std. Error</b>	<b>t</b>	<b>Sig.</b>	<b>Remarks</b>
(Constant)	2.34	.113	20.7	.000	
Distributive	.024	.048	.511	.610	Not Significant
Procedural	-.039	.075	-.518	.605	Not Significant
Interactional	.174	.056	3.11	.002	Significant
<b>Model 2: Adjusted R-squared = 0.084, F =9.551, p-value =0.001</b> <b>Dependent Variable: ORG_COMMITMENT</b>					

While the R-squared value is relatively modest, the statistically significant F-value of 23.227 (p-value = 0.000) suggests that the overall model was significant. The significant F-value indicates that at least one predictor variable (in this case, organizational justice) was significantly related to the dependent variable (organizational commitment). Therefore, based on the analysis, the model 1 for regression is as follows:

$$\hat{Y} = 2.352 + 0.159 X_1$$

Where:

$\hat{Y}$  = Organizational Commitment

$X_1$  = Organizational Justice

The positive coefficient about organizational justice implies that there was a positive influence between teachers' perception of fairness and justice inside their respective schools and their level of commitment increases.

Organizational justice has been acknowledged as a driving force and factor affecting the teachers' commitment to the organization. Therefore, improving organizational justice can aid in keeping teachers' commitment and the facility's capabilities strong (Deressa et al., 2022). Additionally, organizational justice, which emphasizes the importance of fairness in organizations, has revealed that teachers' perceptions of organizational justice significantly impact their commitment to their schools (Demir, 2016). This means that there is likely a meaningful influence between perceptions of justice within an organization and the level of commitment teachers have towards their schools. This finding supports the idea that when teachers perceived higher fairness in how they are treated within their schools, they are more likely to be committed to it (Karem et al., 2019). Teachers may, therefore, have a higher level of organizational commitment by actively striving to maintain and enhance a just and fair work environment.

When justice is increased and viewed positively by teachers, they are more likely to stay rather than look for chances elsewhere when they feel appreciated and respected, strengthening their commitment to their school (Kedenburg, 2014). The study of Imamuglo et al., (2019) states that organizational justice influences organizational commitment and creates a cooperative and harmonious work atmosphere that helps organizations get the most out of their employees. These employees who are loyal and have a fair concept of justice are likelier to share information and experience. Additionally, there is a strong sense of obligation towards the work when there is a perceived organizational justice in the workplace. The fair methods, proper allocations and decision-making processes will lead to a strong commitment among the employees (Ajala, 2015). Moreover, Jufrizen et al., (2021), states that fair treatment and transparent procedures influence teachers' sense of engagement and commitment. When teachers feel they are adequately treated, they are more likely to have an emotional investment in their work and the objectives of their school, because committed teachers are eager to put in their best efforts to accomplish shared goals, this engagement improves the school as a whole.

On the other hand, moving to Model 2, which includes the sub-dimensions of organizational justice (Distributive, Procedural, and Interactional), the adjusted R-squared is 0.084, suggesting that the additional predictors contribute slightly to the model's explanatory power. The overall model is still statistically significant with an F-value of 9.551 (p-value = 0.001). Analyzing the sub-dimensions, only Interactional Justice has a significant impact (B = 0.174, t = 3.113, p = 0.002), leading to the rejection of the null hypothesis for Interactional Justice. This signifies that Interactional Justice significantly influences Organizational Commitment, while Distributive and Procedural Justice fail to reach significance in this model. Organizational justice, particularly in its interactional dimension, plays a crucial role in shaping teachers' organizational commitment, as evidenced by the results of the regression analysis. Therefore, based on the analysis, the model 2 for regression is as follows:

$$\hat{Y} = 2.341 + 0.174 X_1$$

Where:

$\hat{Y}$  = Organizational Commitment

$X_1$  = Interactional Justice

The regression coefficient for Interactional Justice in the multiple regression model is 0.174. This coefficient represents the estimated change in the dependent variable (Organizational Commitment) for a one-unit increase in the predictor variable (Interactional Justice), while holding the other predictor variables (Distributive and Procedural Justice) constant. In this context, a positive coefficient of 0.174 indicates that an increase in the score of Interactional Justice is associated with a corresponding increase in the predicted Organizational Commitment. Specifically, for each additional unit increase in Interactional Justice, the predicted Organizational Commitment is expected to increase by 0.174 units. Teachers' perceptions of justice in interpersonal interactions may carry greater significance and influence than their perceptions of procedural or distributive justice. They might be more concerned with their personal treatment than with the fairness of procedures or results (Qureshi et al., 2017).

The degree to which teachers believe they are being treated fairly by the company influences their views, which in turn influences their level of commitment (Imamoglu et al., 2019). Recognizing the influence of interactional justice on organizational commitment implies that schools should purposefully foster a work environment where teachers experienced fair and respectful treatment during interpersonal interactions. This improves teachers' wellbeing and schools' effectiveness. Additionally, schools can improve the possibility that teachers will stay with them by providing opportunities for professional development and supportive work environments. They can increase the appeal of staying at the school they choose and decrease the perceived costs of leaving by doing this (Gichira, 2016). In turn, this builds high mutual respect and trust when teachers feel that they are treated with dignity and respect by their school principal/head, and co-teachers, and the school at large. When teachers receive this kind of interpersonal approach, they feel valued and respected, which raises their commitment levels (Hakim, 2015).

Similarly, teachers are more likely to feel higher commitment to their schools when they believe they are being treated properly in terms of their interactions with administrators and other teachers. This emphasizes how crucial it is to promote an environment of decency, equity, and respect in terms of interpersonal interactions in order to increase teachers' commitment to the school (Ajala, 2015). Khan et al, (2017) opined that not only does organizational justice have an influence on commitment, but it also plays a beneficial role in the interaction with its employees. Studies have shown that employees who believe that justice is one of the leadership practices exhibit higher levels of organizational commitment. Furthermore Gichira (2016), workers assess their employer-employee interactions from a just perspective and determine whether they were treated fairly or unjustly. This notion of fairness has an influence on their commitment towards their organization. The findings increase an understanding of the connection between employee commitment and views of justice in the workplace. Similar findings from Raja (2012) show that when leaders begin treating their employees fairly it influences and can boost employee commitment, which in turn improves the organization's performance as a whole and raises productivity levels.

### 3.5 Influence of Organizational Culture on Organizational Commitment

Table 5 shows the regression analysis for predicting organizational commitment using overall measure of organizational culture (model 1) and its sub-dimensions (model 2).



**Table 5.** Regression Analysis using Organizational Culture as a predictor of Organizational Commitment

<b>Model 1</b>					
<b>Predictor</b>	<b>B</b>	<b>Std. Error</b>	<b>t</b>	<b>Sig.</b>	<b>Remarks</b>
(Constant)	2.13	.133	16.1	.000	
ORG_CULTURE	.214	.038	5.67	.000	Significant

**Model 1: R-squared = 0.103, F =32.23, p-value =0.000**  
**Dependent Variable: ORG\_ COMMITMENT**

<b>Model 2</b>					
<b>Predictor</b>	<b>B</b>	<b>Std. Error</b>	<b>t</b>	<b>Sig.</b>	<b>Remarks</b>
(Constant)	2.13	.135	15.8	.000	
Involvement	.066	.071	.933	.352	Not Significant
Consistency	-.004	.083	-.046	.964	Not Significant
Adaptability	.122	.062	1.98	.049	Significant
Mission	.030	.061	.488	.626	Not Significant

**Model 2: Adjusted R-squared = 0.095, F =8.337, p-value =0.004**  
**Dependent Variable: ORG\_ COMMITMENT**

The R-squared value in Table 5 is 0.103, indicating that approximately 10.3% of the variance in Organizational Commitment can be explained by the predictor variable, Organizational Culture. The statistically significant F-value of 32.23 (p-value = 0.000) reinforces the overall significance of the model, suggesting that at least one predictor variable (in this case, Organizational Culture) is significantly related to the dependent variable (Organizational Commitment). Therefore, based on the analysis, the model 1 for regression is as follows:

$$\hat{Y} = 2.138 + 0.214 X_1$$

Where:

$$\hat{Y} = \text{Organizational Commitment}$$

$$X_1 = \text{Organizational Culture}$$

This equation signifies that the predicted value of Organizational Commitment increases by 0.214 units for every one-unit increase in the score of Organizational Culture. The significant association suggests that there is a comparable rise in organizational commitment among the surveyed teachers when organizational culture scores rise. This implies that teachers' commitment is significantly influenced by organizational culture (Dunger, 2023). One of the main factors influencing teacher increased commitment to their school is a positive and encouraging culture in school. According to Jufrizen et al. (2021), organizational culture has a significant influence on organizational commitment. Thus, this indicates that a strong organizational culture that each employee adopts and upholds provide high commitment that will benefit the organizations personnel. The significance of organizational goals and objectives is strengthened by an effective culture. Teachers are more driven to strive toward reaching these objectives when they are aware of and supportive of them.

Teachers who work in supportive environments feel like they belong, are more likely to form a close bond with the school when they perceive themselves as part of the school and are treated with respect. Their commitment and desire to contribute to the success of the school will be increased with this sense of belonging (Muis et al., 2018). Additionally, Muis et al., (2018), states that teachers are more committed to their organization when the organizational culture is strong. Employees are more likely to feel a feeling of connection and belonging to the company when the organizational culture is in line with their values, beliefs, and work preferences. This alignment fosters more emotional connection to the school, and as a result, commitment is strengthened (Pham Thi et al., 2021).

Furthermore, results similar to those of Anitha (2016) show that organizational culture significantly impacts employee commitment. This suggests that the organization's employees see its organizational culture more favorably. This demonstrates that most employees remain with the company because of the benefits of their position (Continuance Commitment) and their ethical commitment to upholding its principles (Normative

Commitment). On the other hand, moving to Model 2, which includes the sub-dimensions of Organizational Culture (Involvement, Consistent, Adaptability, and Mission), the adjusted R-squared is 0.095, indicating a modest increase in the model's explanatory power due to the additional predictors. The overall model remains statistically significant with an F-value of 8.337 (p-value = 0.004).

Analyzing the sub-dimensions, only Adaptability has a significant impact ( $B = 0.122$ ,  $t = 1.981$ ,  $p = 0.049$ ), leading to rejecting the null hypothesis for Adaptability. This signifies that Adaptability significantly influences Organizational Commitment, while Involvement, Consistency, and Mission fail to reach significance in this model. Organizational culture, particularly in its adaptability dimension, plays a crucial role in shaping teachers' organizational commitment, as evidenced by the regression analysis results. Therefore, based on the analysis, the model 2 for regression is as follows:

$$\hat{Y} = 2.138 + 0.122 X_1$$

Where:

$\hat{Y}$  = Organizational Commitment

$X_1$  = Organizational Culture (Adaptability)

Although adaptability significantly impacts organizational commitment, an improved approach is required. Schools can establish a culture that connects with teachers and strengthens their commitment to the organization by focusing on efforts that improve flexibility, reevaluating methods connected to Involvement, Consistency, and Mission, and creating a positive change culture. By giving these efforts top priority, schools may foster a caring and supportive atmosphere that profoundly connects with teachers and increases their commitment to the organization's vision and goals (Hollingworth et al., 2018).

To effectively respond to changing conditions, such as curriculum adjustments, changes in teaching styles, or technological improvements, teachers must possess flexibility in the rapidly moving educational landscape. A culture that prioritizes flexibility enables teachers to welcome change constructively, building resilience and a spirit of creativity. Teachers who have support in adapting to change are more likely to stay committed to their schools. Additionally, the ability to adapt predicts employee commitment. Organizations that change with the times gain the loyalty of their employees. Employers should support employee innovation and collaboration. This will let workers adapt in a changing environment, enhancing their commitment level (Nongo & Ikyanyon, 2012).

Moreover, teachers who work in organizations with adaptable cultures are more resilient and flexible. In times of uncertainty or change, they are more likely to stick with their commitment when they feel empowered to embrace innovation and adjust to changing circumstances. According to Bizuneh (2016), adaptability is the most effective indicator of employee commitment among all organizational culture characteristics. Employees who work for organizations that adapt to change are more committed. Therefore, this will make employees' adaptability in a changing environment possible by increasing their commitment to a level. Additionally, the ability to adapt predicts employee commitment. Organizations that change with the times gain the loyalty of their employees. Employers should support employee innovation and collaboration. This will let workers adapt in a changing environment, enhancing their commitment level (Nongo & Ikyanyon, 2012). Furthermore, employees exhibit a high level of commitment to the organization when they feel that a culture of knowledge creation is present in their organization, characterized by a higher learning culture (adaptability traits) and the ability to quickly adapt to current developments and anticipate changes in the future (Suraje et al., 2023).

### **3.6 Influence of Organizational Justice and Organizational Culture on Organizational Commitment**

Table 6 shows the regression analysis for predicting organizational commitment using overall measures of organizational justice and culture (model 1) and its sub-dimensions (model 2). Table 6 presents the R-squared value of 0.125, indicating that approximately 12.5% of the variance in Organizational Commitment can be explained by the predictor variables, Organizational Culture and Organizational Justice. The statistically significant F-value of 19.971 (p-value = 0.000) reinforces the overall significance of the model, suggesting that at least one predictor variable is significantly related to the dependent variable. Examining the predictor variables,

both Organizational Culture and Organizational Justice significantly positively influence Organizational Commitment (p-values = 0.009 and 0.000, respectively). Furthermore, the data indicates that a noteworthy portion (87.5%) of the variance in organizational commitment can be attributed to factors not included in the study.

**Table 6.** Regression Analysis using Organizational Culture and Organizational Justice as predictors of Organizational Commitment

<b>Model 1</b>					
Predictors	B	Std. Error	t	Sig.	Remarks
(Constant)	1.99	.142	13.9	.000	
ORG_CULTURE	.096	.036	2.64	.009	Significant
ORG_JUSTICE	.164	.042	3.93	.000	Significant
<b>Model 1: R-squared = 0.125, F =19.971, p-value =0.000</b>					
<b>Dependent Variable: ORG_ COMMITMENT</b>					
<b>Model 2</b>					
<b>Predictors</b>					
Organizational Justice					
(Constant)	2.01	.143	14.0	.000	
Distributive	.030	.047	.646	.519	Not Significant
Procedural	-.068	.075	-.909	.364	Not Significant
Interactional	.139	.057	2.44	.015	Significant
<b>Predictor</b>					
Organizational Culture					
Involvement	.056	.070	.796	.427	Not Significant
Consistent	-.039	.083	-.474	.636	Not Significant
Adaptability	.126	.061	2.06	.040	Significant
Mission	.007	.061	.119	.905	Not Significant
<b>Model 2: Adjusted R-squared = 0.120, F =6.458, p-value =0.000</b>					
<b>Dependent Variable: ORG_ COMMITMENT</b>					

Therefore, based on the analysis, the model 1 for regression is as follows:

$$\hat{Y} = 1.991 + 0.096X_1 + 0.164X_2$$

Where:

$\hat{Y}$  = Organizational Commitment

$X_1$  = Organizational Culture

$X_2$  = Organizational Justice

This equation signifies that the predicted value of Organizational Commitment increases by 0.096 units for every one-unit increase in the score of Organizational Culture, while holding the score of Organizational Justice constant. Similarly, the predicted value of Organizational Commitment increases by 0.164 units for every one-unit increase in the score of Organizational Justice, while holding the score of Organizational Culture constant. Furthermore, this suggests that organizational culture and justice positively contribute to the prediction of organizational commitment among the surveyed teachers. The importance of developing a healthy, encouraging culture and equitable organizational practices is highlighted by the implications of the positive influences of organizational justice and culture on organizational commitment. Thus, the schools' overall success, organizational adaptability, and increased teacher commitment are all impacted. This implies that although these variables are important, teachers' commitment is not solely determined by them. Teachers are individuals with diverse upbringings, dispositions, and goals. In addition to organizational justice and culture, 87.5% are other important elements that impact teachers' commitment to their schools, including salary, job happiness, attitudes, career objectives, etc.

According to Kustiawan et al (2022), teachers' commitment to their schools is significantly influenced by their level of happiness at work. When satisfied with their roles, teachers are more likely to be committed, driven, and engaged. Schools can increase employee happiness by creating a healthy work environment, encouraging work-life balance, giving autonomy and recognition, providing chances for professional growth, encouraging student success, and developing a positive school culture. Additionally, Tahir (2016) claims that a good salary also strengthens organizational commitment of teachers. Teachers who receive a good pay can live comfortably and

care for their fundamental necessities. Teachers are freed from the worry of unstable finances to concentrate on their professional duties.

Moreover, one concrete approach to appreciate and acknowledge teachers' diligence, commitment, and knowledge is offering them a competitive compensation. Teacher commitment to the organization rises when they perceive that their efforts are pretty compensated, boosting their sense of worth. In the context of DepEd, teachers' commitment is strengthened when they receive a good salary. Their financial needs are met, and it also improves morale, lowers turnover, and increases job satisfaction. By ensuring teachers receive fair compensation, DepEd can cultivate a more dedicated, driven, and stable workforce, which would ultimately improve the country's educational system (Belencion, 2020).

Conversely, the remaining 2.2% is the additional variance of organizational commitment explained by the combined interaction of organizational justice and organizational culture beyond what each variable explains individually. The 2.2% reflects the percentage of variance that can be attributable to the combined influence of organizational culture and organizational justice, as opposed to the separate contributions of each variable. It implies that there is something special about how these two variables work together to help explain the dependent variable, which is organizational commitment—something that's missed when taking them into account independently.

The result implies that when these two elements are combined, there is a unique contribution. Analyzing the interactions between organizational culture and justice adds more explanatory value than focusing on each component alone. Further, it can mean that some organizational culture elements could strengthen or lessen the effects of organizational justice, and vice versa. This result emphasizes how crucial it is to look at variables in combination to have a more complete picture of how they affect relevant outcomes in an organizational setting. The additional explained variance indicates that interactions between organizational culture and justice may have compensating or synergistic effects. Positive organizational cultures may strengthen the benefits of organizational justice, improving employee outcomes and organizational commitment. This suggests that a supportive culture alongside just and fair school practices leads to a higher level of commitment among the surveyed teachers.

Moving to Model 2, which includes the sub-dimensions of both Organizational Justice (Distributive, Procedural, and Interactional) and Organizational Culture (Involvement, Consistent, Adaptability, and Mission), the adjusted R-squared is 0.120, indicating a modest increase in the model's explanatory power due to the additional predictors. The overall model remains statistically significant with an F-value of 6.458 (p-value = 0.000). Therefore, based on the analysis, the model 2 for regression is as follows:

$$\hat{Y} = 2.017 + 0.139X_1 + 0.126X_2$$

Where:

- $\hat{Y}$  = Organizational Commitment
- $X_1$  = Interactional Justice
- $X_2$  = Adaptability

Analyzing the sub-dimensions, only Interactional Justice and Adaptability within Organizational Justice and Organizational Culture, respectively, have significant impacts ( $B = 0.139$ ,  $t = 2.447$ ,  $p = 0.015$ ;  $B = 0.126$ ,  $t = 2.063$ ,  $p = 0.040$ ), leading to the rejection of the null hypothesis for these specific dimensions. This signifies that Interactional Justice and Adaptability significantly influence Organizational Commitment, while other dimensions fail to reach significance in this model. The joint consideration of organizational culture and organizational justice, particularly in their interactional and adaptability dimensions, plays a crucial role in shaping teachers' organizational commitment, as evidenced by the regression analysis results.

In organizational justice, only interactional justice is significantly influenced by organizational commitment among the surveyed teachers. This indicates that the degree of the teachers' commitment to their organization is greatly influenced by how they are treated on an interpersonal level (interactional justice). The level of respect,

courtesy, and thoroughness of explanations that teachers receive from their leaders during interactions is a key component of interactional justice. When teachers receive fair treatment in their daily encounters, they may feel more appreciated and valued, increasing their commitment level (Imamoglu et al., 2019).

However, distributive and procedural justice were not significant in influencing the commitment of teachers (p-value = 0.519, p-value = 0.364). In distributive justice, given that the p-value of 0.519 is far more significant than the typical significance level, it may be drawn that the statistical significance between distributive justice and organizational commitment was not statistically significant. The concept of distributive justice concerns the perceived fairness of the results obtained, including compensation, incentives, and accomplishments (Karem et al, 2019). In this case, teachers' commitment is not significantly impacted by how fair these outcomes are.

Regarding their commitment, it is probable that workers accept the results they get or that other elements outweigh the perception of distributive justice. Additionally, in procedural justice, a p-value of 0.364 suggests that it is not statistically significant between procedural justice and organizational commitment. Procedural justice is the perceived fairness of the methods of making decisions. In this instance, despite their importance, fair procedures do not appear to have a large direct impact on organizational commitment. Like distributive justice, procedural justice might not significantly impact commitment since teachers might value other parts of their work experience more than procedural justice. Alternatively, most teachers may view the current processes as generally fair, which would reduce the range of reactions to this type of justice.

The considerable influence of interactional justice highlighted the importance of respectful treatment and strong interpersonal interactions in the workplace (Iqbal, 2017). Conversely, the lack of statistical significance in the impact of distributive and procedural justice implies that although these are essential components of organizational justice, they do not propel organizational commitment to the same extent as interactional justice. In organizational culture, only adaptability influences the commitment of teachers. This implies that teachers' commitment to a school was greatly influenced by its capacity to innovate, adapt to changes, and react to the outside world. Teachers feel more engaged, safe, and valued in an adaptable organization. They might believe that an adaptable organization will be better able to endure and expand, providing them with security and chances for career and personal development. This feeling of stability and room for advancement will strengthen their commitment.

However, the subcomponents' involvement (p-value = 0.427), consistency (p-value = 0.636) and mission (p-value = 0.905) were not significant in influencing the commitment of teachers. Involvement was insignificant to organizational commitment, as evidenced by the p-value of 0.427, significantly higher than the usual significance level. Teachers' participation in decision-making processes and level of engagement are referred to as "involvement." This instance indicates that involvement did not significantly impact teachers' commitment. Involvement might not be as vital for long-term commitment, even when necessary for motivation and short-term job satisfaction. Teachers may value involvement but might not consider it a significant component of their overall sense of commitment to the school. Additionally, the p-value of 0.636 does not support the statistical significance of the influence between consistency and organizational commitment. Consistency is the degree of alignment and coherence between organizational practices, policies, and procedures. The result demonstrates that consistency has no impact on commitment. While consistency is beneficial in creating a stable and predictable work environment, it may not always be the primary driver of teachers' commitment. It is possible that teachers might not see consistency as a source of inspiration for their commitment.

Similarly, there was no statistically significant influence between mission and organizational commitment because the p-value of 0.905 was much more significant than the significance level. The mission aspect of organizational culture pertains to the significance and clarity of the organization's goals and development. In this case, a compelling goal does not affect teachers' commitment significantly. Teachers may not feel committed to the organization's goal even though they support it if other components of their profession, including job satisfaction or adaptability, are absent. Teachers may not be as committed to the goal if they emphasize their everyday experiences and opportunities for personal growth more than the organization's overarching goals. The considerable influence of adaptability shows the necessity of developing a culture that can adjust to changes and challenges (Inanlou & Ahn, 2017). The fact that involvement, consistency, and mission do not significantly affect

organizational commitment implies that, although these cultural elements are important, they do not drive organizational commitment as strongly as adaptability.

The significant influence shown between interactional justice and adaptability indicates that these variables are critical in determining teachers' commitment to their respective schools. Focusing on the adaptability dimension of organizational culture also indicates that the organization is competent and willing to adapt in response to changing circumstances (Taye et al., 2019). Two important factors heavily influence organizational commitment: interactional justice and adaptability. While adaptability encourages resilience, engagement, and a sense of ownership among the teachers, interactional justice builds trust, respect, and positive interpersonal interactions. Collectively, these factors foster an atmosphere in which teachers are more inclined to commit their skills and energies to their schools' success amidst challenges and change (Inanlou & Ahn, 2017).

Additionally, improving teachers' organizational commitment is significantly impacted by organizational culture and organizational justice, particularly in their interactional and adaptability aspects. By proactively addressing these aspects, an environment that is more encouraging and helpful may be developed, eventually benefiting teachers and the schools that employ them. Accordingly, Tahseen and Akhtar (2015) state that positive relationships and trust are fostered within the organization when teachers feel their leaders and colleagues treat them fairly and respectfully. Treating the teachers fairly and communicating openly during the decision-making process increases their sense of worth, dignity, and respect, which increases their commitment to the school (Kalay, 2016).

In the context of DepEd, interactional justice and adaptability are among the factors that significantly impact teachers' commitment within the framework of the Department of Education (DepEd). When teachers believe that their administrators and peers treat them with dignity and respect, they become more committed to the interactional justice model. The DepEd will communicate policies, updates, and expectations clearly and concisely. Concepts like interactional justice and adaptability included in organizational procedures within the Department of Education (DepEd) framework can significantly impact teachers' commitment to their schools. DepEd may better assist and empower teachers by integrating these concepts of interactional justice and adaptability into its policies and practices. This will, therefore, probably increase teachers' commitment to their schools, boost morale, increase work satisfaction, and eventually improve student learning outcomes (Guevarra, 2020).

#### **4.0 Conclusion**

Both organizational justice and organizational culture shape teachers' commitment to their schools. The theoretical framework of social exchange offers a fundamental approach to understand the influence between organizational justice and organizational commitment. According to this theory and as supported by the findings of this study, individuals engage in a give-and-take relationship where their commitment and loyalty to the organization are influenced by the support, resources, and recognition they receive. When teachers feel valued and supported by their institution, they are more likely to reciprocate with higher commitment and dedication. This mutual exchange creates a positive reinforcement cycle, enhancing individual and collective organizational commitment.

Schools may also encourage more outstanding commitments from their teachers and create a more positive and effective work environment by promoting justice and fairness. Although commitment is not a specific focus of the Denison Organizational Culture Model, its dimensions are strongly tied to the dimensions that affect teachers' commitment within an organization. Building a culture that values employee involvement, consistency, adaptability, and mission are essential in developing a strong sense of commitment among the teachers.

Therefore, developing a school that prioritizes justice, fairness, and employee-centric values is necessary to help teachers feel deeply committed to their work. Schools can create a culture where teachers feel appreciated, respected, and aligned with the institution's objectives by highlighting involvement, consistency, adaptability, and mission. Lastly, fostering a sense of organizational justice and cultivating a supportive organizational culture are crucial for enhancing teachers' commitment to their institution. By ensuring fair treatment and recognizing teachers' contributions, educational organizations like the Department of Education can create an environment where teachers are motivated to remain dedicated and engaged, ultimately leading to a more cohesive and effective educational institution.

## 5.0 Contributions of Authors

The duties related to editing, writing, supervision, data analysis, and encoding were shared among the authors, who jointly engaged in reviewing and endorsing the final manuscript version before submission. Both authors played a significant role in developing and designing the study, as they defined the key research questions and carefully devised the study protocol to steer their inquiry. Author 1 took the lead in gathering and encoding the data, ensuring all details were precisely documented. In the meantime, Author 2 was instrumental in analyzing and interpreting the data, using their expertise to extract significant insights from the results. The first version of the manuscript was written by Author 1, who detailed the main elements of the research. Author 2 then played a vital role in the following revisions, offering constructive critiques and improving the clarity and precision of the text. In the end, both authors scrutinized the final manuscript and gave their complete consent for publication, emphasizing their shared dedication to the integrity and quality of the research showcased.

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## 7.0 Conflict of Interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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