



**JOB SATISFACTION, ORGANIZATIONAL CULTURE
AND WORK-LIFE BALANCE: STRUCTURAL EQUATION
MODEL OF ORGANIZATIONAL COMMITMENT
AMONG PUBLIC SCHOOL TEACHERS**

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Abstract:

The desire of teachers to support students and assume responsibility for their education is embraced by the concept of teacher's organizational commitment. The idea of teachers' organizational commitment embraces teachers' desire to assist students and take ownership of their education. To determine how happy they were with their positions, how they felt about the business culture, how balanced work and family life were, and how devoted they were to the organization, this study looked at 420 public school teachers in the Davao Region. Furthermore, it analyzed the associations between the factors. A structure-equation model was used to determine work-life balance, job satisfaction, and organizational culture that matched teachers' organizational commitment. The discoveries uncovered high degrees of hierarchical commitment, the balance between serious and fun activities, authoritative culture, and occupation fulfillment. Important relationships were between work-life balance, organizational commitment, and job satisfaction. Organizational culture and organizational commitment were also important relationships. Lastly, there was a good fit for the teachers' organizational commitment regarding work-life balance, organizational support, and professional pride. These factors included organizational culture, employee management, and strategic emphasis. Therefore, job satisfaction, organizational commitment and work life balance were strong predictors of organizational commitment. In order to prevent teacher turnover in this profession, it was advised that schools always support teachers' ongoing professional development, which can be done through seminars and training.

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1. Introduction

The advantage of human assets on the board is preserving representatives' ongoing duty and emotional connection to their work and association. However, organizational commitment has become more pressing over time, mainly because globalization has expanded the availability of teaching jobs domestically and internationally (Van Waeyenberg, Peccei, & Decramer, 2022). Due to changes in the educational system, particularly, during these difficult times, there have been significant changes in the function of teachers (Bogler & Berkovich, 2022). Principal leadership, organizational climate, and interpersonal communication all favor and significantly impact organizational commitment (Efendi, Butarbutar, Wakhyuni, Romy, & Sudirman, 2022). Teachers need to be more dedicated. Burnout is the primary factor impacting teachers' structural obligations and propensity to leave the profession, according to research by Li, Yao, and Yao in 2022.

Because highly committed instructors are willing to exert more effort to realize the school's vision and goals, organizational commitment among teachers is crucial in determining whether education reform is successful and how well schools perform (Chigeda et al., 2022). Identifying the components that might increase teachers' organizational commitment is critical. However, because of their demanding jobs, teachers typically lack organizational dedication. However, Parmar, Channar, Ahmed, Streimikiene, Pahi, and Streimikis (2022) emphasized that stress is only one of the factors contributing to teachers' low organizational commitment. The traditional role of a teacher has expanded and gotten more complex. Teachers are overburdened due to their multiple responsibilities to parents, education reform, and the principal, according to Seo & Yuh (2022). Teachers are not just busy, but their organizational commitment has also decreased due to their strained connections with the management.

Denial of leave, limiting their ability to express themselves, avoiding, swearing, screaming, pointing fingers, favoritism, unfair job evaluation, excessive monitoring, threats to transfer or terminate their employment, public humiliation and criticism, unfair assignment, dishonesty, sexual harassment, and racism are just a few examples of how principals mistreat their staff members (Ayça, 2022). Rare occurrences of these incidents are reported, resulting in a decline in teachers' organizational commitment (Indarti, Fernandes, & Hakim, 2017). The amount of instructional time lost due to ineffective substitutes or canceled courses is high for teachers who lack organizational commitment. They regularly arrive late to class and abuse sick days to avoid working (Limon, 2022). Furthermore, it posited that teachers lacking organizational commitment plan to resign from their positions or transfer to different institutions (Oberes & Tan, 2022). As a result, teachers who lack organizational commitment prioritize their success over that of the

business, which hampers their capacity to support students in obtaining academic achievement and their involvement in providing high-quality instruction (Qin, 2022).

A teacher's work cycle and incentive to be committed to and employed by a company are influenced by job satisfaction (Muda et al., 2022). In addition to being retained, a happy employee is more likely to go above and beyond to further the goals and objectives of the company (Al et al., 2022). Meredith, Moolenaar, Struyve, Vandecandelaere, Gielen, and Kyndt (2022) found that private school instructors were less satisfied with their jobs than their counterparts in public schools. The sort of institution teachers' work for and their gender are two of the major factors influencing their degrees of job satisfaction. According to Judge, Zhang, and Glerum (2020), dependability, career advancement, and a favorable work-life balance contribute to satisfaction. If not, it will lead to a lack of job satisfaction.

Meanwhile, hierarchical culture addresses the combined traits, standards, and beliefs of influential people (Jamali et al., 2022). As per Xenikou (2022), traditional culture incorporates the vision, values, standards, frameworks, images, language, suspicions, climate, area, convictions, and association schedules. According to Egitim (2022), a group of everyday presumptions serves as a guide for behavior. New hierarchical persons are taught these collective presumptions and behaviors as a way of seeing and, in any case, thinking and feeling. Aisyah, Ilmi, Rosyid, Wulandari, and Akhmad (2022) assert that knowledge of company culture is essential for good leadership. Strategies that fit the organization's culture will be easier to adopt and more likely to succeed than those that do not (Hasibuan, 2022). Strategies that do not fit the organization's culture are more likely to encounter opposition and will be more difficult, if possible, to implement (Hasibuan, 2022).

Work-life balance is the harmony between working, spending time with family, and engaging in enjoyable activities. According to Rawal (2023), people work to live, not live to work. In other words, great teachers aim to balance their personal and professional life, leading to better time management skills. However, there is a connection between stress, work-life tension, and employee turnover (Ahmad, 2022). Therefore, the more one learns how to manage job and family life, the more effective and productive they become. The work-life balance is mainly influenced by elements like job satisfaction, interpersonal relationships, professional development, advancement, working conditions, pay, grievances, and stress, according to Shamini, Johnson, and Jaco (2002). As indicated by Hammond, Owusu, Nunoo, Boampong, Osman, Panin, and Essen (2022), a balance between serious and fun activities is impacted by various variables, including position fulfillment, relational connections, advancement, advancement, working circumstances, compensation, complaints, and stress.

Work fulfillment and authoritative responsibility are significant elements in any association's exhibition, guarantee Orunbon, Lawal, Isaac-Philips, and Salaudeen (2002). Albeit simultaneous examination of instructor work fulfillment and hierarchical responsibility is immature, these variables are crucial for a school's maintainability (To and Huang, 2022). In their study from 2022, Alamanda, Setiawan, and Irawanto

discovered a direct link between organizational commitment and job satisfaction. A structural model was created by Ampofo, Ampofo Nkrumah, and Ameza-Xemalordzo, to study the mediating role of work satisfaction on the relationship between job engagement and organizational commitment and outline the relationships between these constructs. The findings demonstrated a strong connection between job satisfaction and organizational commitment. Alismail, Cavaliere, Srinivasan, Chauhan, Muda, and Gangodkar (2022) led a detailed review to find and gauge the connection between work fulfillment and authoritative responsibility. The two factors were found to have a strong and positive correlation in the study's findings.

The ideas of organizational commitment and organizational culture have reportedly been the subjects of the most research in human resource management studies, according to Sirait, Junaedi, Purwati, & Deli. According to Lv, Wu, and Shouse (2022), teacher job satisfaction is positively impacted by organizational culture. The consequences of the past examination are very captivating for additional investigation because the variables that influence now and again connect with the qualities of the instructors. Along the same line, Rahmatullah, Ramdansyah, Kambara, and Haryadi's findings from 2022 showed that organizational commitment is considerably and favorably influenced by culture. Finally, Teymoori, Rahmani, Fereidouni, Khachian, and Hannani (2022) identified a direct and vital relationship between organizational dedication and culture.

The equilibrium of personal, professional, and family life is known as work-life balance, which enhances organizational dedication. Abdulaziz, Bashir, and Alfalih (2022) studied how work-life balance and workload impacted teachers' organizational commitment. According to the findings, work overload negatively impacts authoritative responsibility, while balancing serious and pleasant activities influences hierarchical responsibility. Sheik (2023), interestingly, investigates how hierarchical responsibility and balance between serious and fun activities are connected. According to the findings, work-life balance positively impacted organizational commitment (OC).

The current writing talks about how a few factors that have been recently examined, for example, fulfillment, feelings of anxiety, the number of years spent instructing, how many preparation phases joined in, and some more, influence educator hierarchical responsibility. Even though many teachers worldwide have switched jobs in response to COVID-19, more research needs to be done on the connections between job satisfaction, organizational culture, work-life balance, and organizational commitment. Assessing the devotion shown by existing instructors is critical to ensure they continue contributing even more in the new normal, a period in history where everything changes. As a result, other teachers can learn from their activities and turn them into best practices. To decide the connections between the balance between serious and fun activities and hierarchical responsibility, authoritative culture and hierarchical responsibility, and optional public teachers in the Davao area, this study analyzed these connections. This study aimed to determine how satisfied individuals were with their jobs regarding security, working conditions, responsibilities, and connections to the community. This

study also looked at leadership, control over employees, organizational cohesion, strategic focus, and success criteria to see how much culture there was. This study also used affective commitment to measure the level of support from the organization, teachers' practices regarding work-life balance, personal satisfaction with work-life balance, professional fulfillment, working conditions, HR policies that support WLB, pride in one's work, attitude toward work-life balance, elements of achieving a work-life balance, and teachers' contentment. Similarly, this study found a strong connection between job satisfaction, commitment to the organization's culture, organizational dedication, and work-life balance. At last, this review uncovered the best-fit model for anticipating hierarchical responsibility among government-funded teachers. At the .05 level of significance, the following hypotheses were tested: First, there is no significant connection between organizational commitment and work-life balance, work-life satisfaction, or organizational commitment to the organization's culture. Determining the instructor's hierarchical responsibility requires utilizing a best-fit model.

This study is based on Meyer and Allen's (1991) three-component model of organizational commitment, which is mentioned by Rodrigues, Bastos, Moscon, and Queiroz (2022). According to this paradigm, some employees stick with their company because they like what they do or because it shares their goals. Others could be more concerned about what they might lose if they go. Others might continue working because they owe it to their boss or the company. According to the paradigm, there are three kinds of commitment: continuity, normative, and affective. The first form of commitment is motivated by a fear of losing the work. When this concept is implemented in the classroom, teachers' job satisfaction, organizational culture, and work-life balance may improve.

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commitment. At the point when this idea is executed in the study hall, it might improve the balance between the fun and serious activities of educators and the hierarchical culture.

Romero and Bantigue (2017) created the Job Satisfaction Questionnaire, which considers factors like security to gauge job satisfaction, working circumstances, obligations associated with the position, and links to the local community. Pay, perks, recognition, promotions, and rewards are all part of security. The office environment comprises organizational structures, rules, and the physical and psychological characteristics of the job. The duties and obligations of their particular positions are tied to those of their jobs. Community attachments are defined as a sense of belonging.

Then, using markers like predominant characteristics, the executives of an association, command over representatives, stick for associations, strong accents, and achievement rules, the Organizational Culture Appraisal Instrument (OCAI) by Suderman (2012) is utilized to survey hierarchical culture. The expression "prevailing trademark" alludes to the overwhelming social style. An orientation toward change, a desire for change, and a focus on people, processes, outcomes, and innovation are all signs of organizational leadership. The board of representatives refers to change preparation by evaluating the hole. Organizational glue is a brief review before and after a reorganization, change, acquisition, or merger. Strategic emphases refer to using the preferred culture as a foundation for transformation. Cultural awareness is a crucial element of organizational success and one of the success factors.

The work-life balance indicator, personal satisfaction, is then taken from Madipelli, Sarma, and Chinnappaiah's (2013) Work-Life Balance Among Women Teachers and satisfaction as professional, organizational support, working conditions, policies for HR intervention that support WLB, pride in one's work, attitude toward life at work, elements of achieving a work-life balance, teacher practices regarding work-life balance, and teachers' contentment. Employees who maintain a healthy work-life balance will be happier and more productive. Professional fulfillment is used to portray how blissful workers are with their positions. Workers accept that they get backing and support from the association since they are representatives. Employee health, productivity, and relationships at work can all be impacted by the social components, physical attributes, and environment of one's job. Work-life balance practices are intentional adjustments to company rules, procedures, or culture that are intended to lessen friction between work and personal obligations. HR intervention policies that support WLB allow employees the freedom to manage their personal lives. Professional pride is the happiness of those close to having when they accomplish a goal or succeed. One's attitude toward work life refers to how one feels about various aspects of the workplace. A better work-life balance can be attained through regular schedules, healthy habits, hobbies, and high self-confidence and ambition. Work-life balance is a term used to describe how teachers balance their personal and professional lives. "Teacher satisfaction" refers to the teachers' satisfaction with their workload, the collaboration of the students, and classroom management.

At long last, the markers of hierarchical responsibility recorded underneath are taken from Allen, Meyer, and their 1990 survey, A Three-Part Hierarchical Responsibility Poll: Commitment to Norms, continuity, and emotional commitment. The teachers' strong emotional ties, fidelity, and dedication to the school are called affective commitment. The obligation that results from loyalty to the group is continuity commitment. One example of this is the correspondence standards. Regulating responsibility demonstrates the educator's familiarity with specific job requirements. Organizational commitment is a global issue because committed employees are more productive and committed to their work and because committed individuals help organizations perform better and achieve their goals. Work-life balance, organizational culture, and job satisfaction all benefited from the instructors' organizational commitment regarding social relevance. The following stakeholders stand to benefit from this study as a consequence. Urged the Department of Education (DepEd) to utilize the study's findings in the creation of guidelines and policies on how to improve teachers' organizational commitment by fostering job satisfaction, a supportive workplace environment, and work-life balance for the Davao region's public-school teachers to apply modifications to school procedure and policy. Additionally, given that faculty attrition is still a concern in this sector, this study will shed light on some solutions and factors influencing teacher departure.

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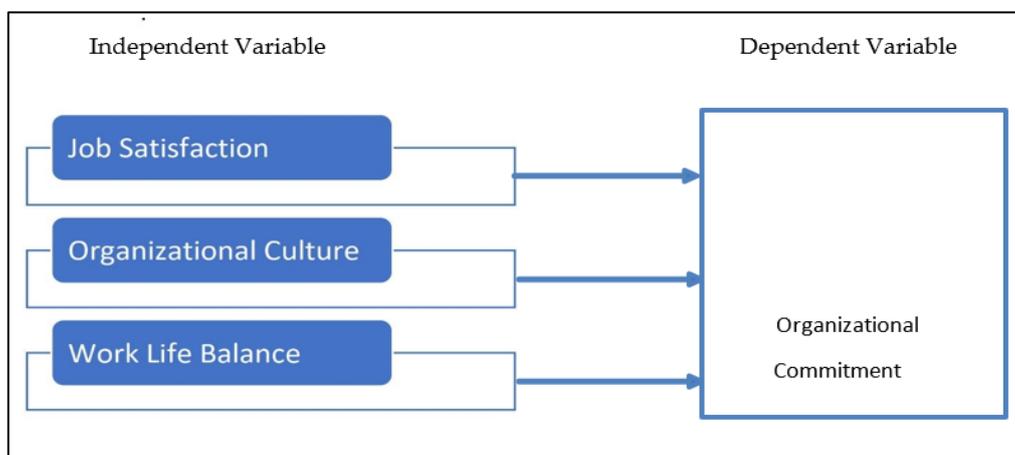


Figure 1: Study's Conceptual Framework

Regarding its social relevance, the teachers' organizational commitment positively affected job satisfaction, organizational culture, and work-life balance. Subsequently, the partners recorded below stand to acquire from this review. In order for the Department of Education (DepEd) to implement changes in school policy and practices, they should make use of the findings of this study in the development of policies and guidelines on how to increase teachers' organizational commitment by providing job satisfaction, a positive organizational culture, and work-life balance for public school teachers in the Davao region. Additionally, given that faculty attrition is still a concern in this sector, this study will shed light on some solutions and factors influencing teacher departure. Schools may raise organizational commitment levels through improved work-life balance, organizational culture, and job satisfaction. Teachers in the future may utilize the information from this study as a springboard for another study of the exact nature but with a broader scope or more variables.

2. Material and Methods

According to the DepEd Report, 422 permanent public-secondary school teachers in the Davao Region were the study's respondents out of 348 000 (348,000) public-school teachers in 2017. As per the examination by Mohd Hanipa, Hassin, and others (2018), the respondents were picked utilizing the TARO YAMANE strategy with a 5% certainty level. Four hundred twenty (420) permanent secondary public-school teachers with ten years of classroom experience in the Davao Region met the inclusion criteria for this study. Only these teachers were eligible to respond to the survey questionnaire. However, disqualification criteria included those who did not teach in the Davao Region and had less than ten years of teaching experience. The study did not include school employees, volunteer teachers, and substitute teachers. However, the withdrawal criteria made it abundantly clear that the intended respondents could discontinue participation in the study at any time. Assuming they felt awkward, they were permitted to leave the get-together, and they did so without enduring any fallouts.

The TARO YAMANE method selected the study's sample using the formula below: $n = N / (1 + N(e)^2)$. Where n is the number of individuals in the review, N is the populace, and e is the mistake edge: $n = 348,000 / (1 + 348,000(.05)^2)$. Thus, $n = 400$ or 399.54. The research tool for this study was a revised survey questionnaire. This survey was divided into four parts. The first portion made use of the Romero and Bantigue-created Job Satisfaction Questionnaire. The organizational culture was discussed in the second segment using the Organizational Culture Assessment Instrument (OCAI) by Suderman (2012). The Work-Life Balance Scale was the foundation for Joy and Arul's third segment. Allen and Meyer's (1991) Three-Part Hierarchical Responsibility Poll filled in as the establishment for the third part, which zeroed in on hierarchical responsibility. This poll went through unwavering quality and pilot tests before being endorsed by a gathering of subject matter experts. Cronbach alpha's satisfactory reach, as indicated by Konting et al., is 0.61 to 1.00. This study's survey questionnaire had an excellent Alpha Cronbach

value of 0.81. Particularly noteworthy were scores of 0.86 for work-life balance, 0.886 for organizational commitment, 0.88 for organizational culture, and 0.94 for job satisfaction. A 5-point Likert scale was utilized to grade the reactions to the study questions. The accompanying variables were considered while estimating position fulfillment.

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	If the indicators of job happiness are always considered.
3.40 - 4.19	High	If the indicators of job satisfaction are regularly recorded.
2.40 - 3.39	Moderate	On occasion, the elements influencing job satisfaction are seen.
1.80 - 2.59	Low	If inquiries regarding job satisfaction are infrequent.
1.00 - 1.79	Very Low	If the determinants of job happiness are not recognized.

The following scales were used to evaluate organizational culture:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	Certain aspects of the organizational culture are consistently observed.
3.40 - 4.19	High	If the indicators of organizational culture are regularly noticed.
2.40 - 3.39	Moderate	If occasionally observed aspects of company culture.
1.80 - 2.59	Low	If aspects of organizational culture go unnoticed.
1.00 - 1.79	Very Low	If the organizational culture considerations are never made.

Finally, the following metrics were used to rate work-life balance:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	The event that a solid balance between serious and fun activities is constantly kept up.
3.40 - 4.19	High	If issues with work-life balance are regularly identified.
2.40 - 3.39	Moderate	If issues with finding a healthy work-life balance appeared occasionally.
1.80 - 2.59	Low	If you frequently encounter questions about work-life balance.
1.00 - 1.79	Very Low	If the issues on work-life balance are never taken into account.

The relationship between job satisfaction and organizational commitment was evaluated using a descriptive-correlation approach, dedication to the organization and its culture, work-life balance, and organizational commitment. The strength of a connection between at least two factors is controlled by employing a spellbinding, non-exploratory correlational plan (Goertzen, 2017). However, a primary condition-exhibiting method used a multivariate factual investigation approach to analyze underlying relationships. This approach combines factor analysis with other relapse investigations and examines the key relationship between estimated factors and idle constructs. The scientist chooses this approach because it assesses the multiple and interconnected dependencies in a

single evaluation. Two different types of factors, specifically endogenous and external factors, are used in this analysis. According to Belloni, Hansen, and Newey (2022), endogenous factors are the same as subordinate factors and are equivalent to the free factor.

Underlying condition displaying (SEM) essentially combines a variety of numerical models, computer calculations, and factual procedures to fit groups of builds to data. Correlative variable analysis, correlative composite analysis, way examination, incomplete least squares way exhibiting, and idle development displaying are all included in SEM.

On the other hand, the concept should be distinct from underlying models in financial concerns or the related concept of primary models in econometrics. Inconspicuous expected builds are commonly assessed using underlying condition models. They usually invoke an estimating model that attributes relationships between idle factors and at least one detected component to characterize inert factors. Free relapse conditions or more complex approaches, such as those used in LISREL, can be used to evaluate the relationships a primary condition model creates (Lee, 2022).

A prominent argument in the social sciences for using SEM is its capacity to infer correlations between observable variables and unseen constructs (latent variables). Human intelligence cannot be directly measured like height or weight can, for the sake of simplicity. Instead, psychologists develop instruments containing questions (items) intended to evaluate intelligence based on their hypothesis about intelligence. They would next utilize SEM to evaluate their theory using information from test-takers intelligence scores. In SEM, the test items would represent the observable variables and intelligence of the latent variable (Zhang, 2022).

On the other hand, a letter of request for approval of the study was sent to the Department of Education, Davao Region. A subsequent letter requesting consent to direct the review was then shipped off to the directors of the school divisions, alongside a letter to the chiefs of the schools to be remembered for the review. The scientist imitated the overview polls after getting consent to begin the review with the expected members. Data assortment was finished utilizing a blended methodology. Respondents could utilize a Google Structure or a paper overview poll to finish the review. Multi-week in the wake of being gotten, the overviews were returned. Finally, statistical treatment, analysis, and interpretation were performed on the collected data. The mean was utilized to portray how much work fulfillment, authoritative culture, the balance between serious and fun activities, and hierarchical responsibility. Utilizing Pearson r , devotion to the association and its way of life, as well as hierarchical responsibility and balance between fun and serious activities, it was observed that there is a significant relationship between hierarchical responsibility and occupation fulfillment. The invalid speculation was scrutinized with the assistance of primary condition displaying (SEM), and tremendous contrasts between the factors were found.

Before beginning, the researcher completed all prerequisites for approval from the University of Mindanao Ethics Research Committee (UMERC) before beginning the

actual study. The researcher followed the following code of ethics. The first sort of involvement was optional, and the responder was asked if they would be interested in participating after being informed of the study's goals. Regarding privacy and confidentiality, the researcher assured the respondents that no one who was not a direct participant in the study would have access to their identifying information by thoroughly outlining these issues. The respondent's written informed consent was obtained through the informed consent procedure before the study started. On the other hand, the respondents were not forced to give their informed consent. The study ensured that no respondents were forced to participate in recruiting.

The researcher then advised the participants of any potential risks related to their participation in the study and asked them to sign informed permission papers before beginning the survey. The researcher ensured that this study's advantages surpassed potential hazards to participants or other organizations. Furthermore, the study's conclusions would benefit the community, teachers, and students in the Davao del Sur Division of the Department of Education. To avoid plagiarism, the researcher rephrased the study's conclusions using his or her language and understanding. The citation of the authors was also correct. The researcher assured that neither the study nor any facts had been altered. The actual data gathered from the respondents served as the foundation for the presentation of the results, and the inferences were drawn in light of the actual findings of the study. No adjustments to the outcomes were made in any capacity.

Regarding conflicts of interest (COI), this study was conducted with the utmost professionalism. There was no misinformation in the study. If the study contains dishonesty or inadequate disclosure, the respondents must be questioned as quickly as possible. The advantages of the study's conclusions must outweigh any manipulation or incomplete disclosure. The researcher obtained the participants' and the Dean's Office of the University of Mindanao - Professional Schools, DepEd Davao del Sur's consent before conducting the survey. There were no Google stage innovative worries since responders were very useful.

To wrap things up, the creator's significant commitments to the origination or plan of the exploration, information investigation, understanding, content drafting and modification, responsibility for this examination's work, and endorsement for distributing were utilized to decide the initiation of this review.

3. Results and Discussion

This segment presents the consequences of the review that was given to the respondents to accomplish the review's targets, which included sorting out the level of balance between fun and serious activities, hierarchical devotion, and authoritative culture. In addition, it emphasizes the significant connection between job satisfaction and organizational dedication, such as dedication to the organization and its culture, work-life balance, and organizational commitment. The decency attack of the underlying condition models made sense to wrap things up.

3.1 Level of Occupation Fulfillment

Table 1 shows the degree of occupation fulfillment. The mean, which has a descriptive value of high, is 3.71, and the total computed standard deviation is 0.43. Interpersonal interactions were the most significant indicator of job satisfaction, with a mean score of 3.93 and a standard deviation of 0.68. The accompanying degree of oversight had a mean of 3.86 and a standard deviation of 0.66, the two of which are viewed as exorbitant. Then, at that point, the work's mean and standard deviation are likewise high, at 3.76. Similar to this, commitment has a standard deviation of 0.74 and a mean of 3.75, indicating a high level of commitment. High has a descriptive meaning similar to that of authority, with a mean of 3.72 and a standard deviation of 0.60. The mean salary is 3.68, and the standard deviation is 0.62, so it is high.

Additionally, policies and facilities have a significant standard deviation and a mean of 3.57. The workload has the lowest mean (3.44) and highest standard deviation (0.63), and the level of job satisfaction in terms of the pay and workload, as well as work, interpersonal relationships, commitment, authority, supervision, and facilities.

Table 1: Level of Job Satisfaction

Indicator	SD	Mean	Verbal Description
Power	0.60	3.72	High
Management	0.66	3.86	High
Rules and Services	0.65	3.57	High
Effort	0.71	3.76	High
Social Affairs	0.68	3.93	High
Obligation	0.74	3.75	High
Pay	0.62	3.68	High
Assignment	0.63	3.44	High
Overall	0.43	3.71	High

The significance of a high level of job happiness was reinforced by the findings of Baluyos, Rivera, and Baluyos (2019), which show that instructors with high levels of job satisfaction are devoted and productive in the school organization. Job happiness greatly impacted how committed instructors were to the school. Teachers who are happy with their jobs are also more inclined to stick around the company. As a result, the better the employers' job satisfaction, the more engaged and committed they are to the company. Toropova (2021), who claims that job happiness is intimately linked to teacher retention and the well-being of teachers and their pupils, school cohesion as a whole, and the high prestige of the profession, concurs with this. Confirmatory factor analysis and structural equation modeling findings show a substantial relationship between teacher job satisfaction and school working circumstances, especially regarding workload, collaboration, and opinions of disciplinary measures.

3.2 Level of Organizational Culture

Table 2 depicts the level of organizational culture in terms of dominating characteristics, organizational leadership, employee management, organizational glue, strategic

emphasis, and success criteria. Hence, hierarchical culture is high, with a mean of 3.71 and a standard deviation of 0.43. The hierarchical culture pointer with the most elevated mean is predominant characteristics, with a mean of 3.86 and a standard deviation of 0.63. The next category is strategic attention, commonly referred to as high due to its mean value of 3.7 and standard deviation of 0.69. It has an exclusive requirement deviation and a mean of 3.64, tantamount to the hierarchical initiative. After that, the staff management has a mean of 3.60 and a standard deviation of 0.73, both considered high. On the other hand, the success criteria have a mean of 3.58 and a standard deviation of 0.73, both considered high. Last, organizational glue is categorized as high, with a mean of 3.57 and a standard deviation of 0.72.

Table 2: Level of Organizational Culture

Indicators	SD	Mean	Verbal Description
Leading Physiognomies	0.63	3.86	High
Structural Control	0.71	3.64	High
Organization of Staffs	0.73	3.60	High
Executive Attachment	0.72	3.57	High
Tactical Importance	0.69	3.65	High
Standards of Accomplishment	0.73	3.58	High
Overall	0.60	3.65	High

In terms of dominant characteristics, organizational leadership, employee management, organizational glue, strategic emphasis, and success criteria, the level of organizational culture is strong. When an organization's culture is strong and aligned with business goals, employee productivity can rise, producing more work. This is predictable with the discoveries of Lubis and Hanum (2020), who found that by drawing in with individuals and effectively paying attention to what they need to say, representatives might advance a positive working environment culture. By being implemented in a variety of ways in schools, organizational culture can have a significant impact on school success. Developing a culture that has been put into action and transmitting cultural values to students, teachers, and other members of the school community are the goals of school culture.

A company's culture can be improved with time and effort; even minor adjustments to employee interaction can improve the workplace. Be consistent in responses to various circumstances and, if necessary, offer supportive feedback to employees. Despite the difficulty altogether, altering an organization's culture is possible. Although the company's culture may change over time, management can make a minimal effort to influence it. Solid authoritative societies find opportunities to grow, yet critical decisions should always be made with legitimate administration. The business will be able to profit from it and grow if it puts in the time and effort to develop a robust organizational culture (Arifin, Troena, Djumahir, & Rahayu, 2014).

3.3 Level of Work-Life Balance

Table 3 shows the degree of fulfillment among educators as well as their own and proficient fulfillment, hierarchical help, workplace, HR mediation arrangements supporting WLB, proficient pride, disposition toward work life, factors influencing adjusting work and individual life, the balance between serious and fun activities rehearses in their institutional and individual lives and their own and proficient fulfillment. The verbal description of work-life balance has a mean rating of 3.58 and a standard deviation of 0.37, as indicated. Regarding the balance between serious and fun activities, the educator's practices have the essential mean (3.79) and standard deviation (0.57), considered unnecessary. The mean, standard deviation of expert pride is 0.67 or high, while the mean worth is 3.78. The mean and standard deviation of organizational support is both 3.76, indicating high levels of support. The teachers' level of contentment is also high, with a mean of 3.76 and a standard deviation of 0.56, both of which are regarded as high values. Considered is professional satisfaction, which has a mean of 3.74 and a high standard deviation of 0.57. A balance between serious and fun activities strategies embraced by the instructor's establishment has a mean of 3.58 and a standard deviation of 0.56 or higher. Like this, HR intercession strategies supporting WLB have a mean of 3.55 and a high or exceptionally low standard deviation. The standard deviation for attitudes about work-life balance is 0.61, which is considered moderate. The attitude average is 3.28. With a mean of 3.28 and a standard deviation of 0.61, the workplace is likewise evaluated as moderate. Last but not least, the variables that influence achieving a work-life balance have a mean of 3.23 and a standard deviation of 0.58, indicating moderate.

Table 3: Level of Work-Life Balance

Indicators	SD	Mean	Verbal Description
Individual Gratification	0.48	3.61	High
Proficient Fulfilment	0.57	3.74	High
Administrative Assistance	0.68	3.76	High
Labor Setting	0.69	3.25	Moderate
HR Interference Rules Helping WLB	0.54	3.55	High
Expert Self-importance	0.67	3.78	High
Behaviors to Work Existence	0.61	3.28	Moderate
Issues Touch in Complementary Work Being and Individual Existence	0.58	3.23	Moderate
Work-Life Equilibrium of the Educators Individual Life	0.57	3.79	High
Work-Life Sense of Balance Put into Practice by the Instructors School Life	0.56	3.58	High
The Happiness of the Educators	0.56	3.76	High
Overall	0.37	3.58	High

The degree of balance between serious and lighthearted activities in terms of personal and professional fulfillment, workplace hierarchy, HR mediation strategies supporting Work-Life Balance, professional pride, attitude toward work-life, factors influencing the

adjustment of work-life and personal life, the balance between serious and lighthearted activities practices in the educator's own life, and balance between serious and lighthearted activities practices in the instructor's institutional life. This result is similar to those found by Punia and Kamboj (2013), who state that balancing enjoyable and essential activities is fundamental to improving educator viability and fulfillment concerning student learning. The health of the workforce and improved student behavior correlate with a reasonable balance between serious and pleasant activities, as has been repeatedly shown. However, the nature of the educators' assignments, organizational styles, the academic stream in which they are teaching, and the ethos of their service place all have a direct and overall impact on how they strike a balance between serious and lighthearted activities. According to Mathews, Jeremiah, & Ursulla, (2021), those motivated by the nature of working life and its link to greater levels of personal satisfaction have always been concerned about striking a balance between serious and enjoyable tasks. The school administrators who supported their teachers, especially in immediately allowing them to take care of their own needs and setting up prospective open doors, have characterized a balance between serious and enjoyable activities. There was no measurably significant difference between male and female instructors' levels of occupation fulfillment. According to the evaluation, the Instructors Administration Commission should implement policies to help the teachers' better balance serious and enjoyable activities. The provincial regions should conduct similar examinations.

3.4 Level of Organizational Commitment

The emotional scale, continuity commitment, and normative commitment of the organizational commitment level are presented in Table 4. The standard deviation for organizational commitment is 0.48, which is regarded as a high value. The mean for organizational commitment is 3.61. The emotive scale has the best mean and quality deviation (0.53) of all the authoritative responsibility measurements. With a mean of 3.58 and a standard deviation of 0.57, this is considered a continuation commitment. Additionally, normative commitment has a high standard deviation and a mean of 3.55. Therefore, organizational commitment receives high normative, continuation, and affective scale commitment scores.

Table 4: Level of Organizational Commitment

Indicators	SD	Mean	Verbal Description
Emotional Balance	0.53	3.71	High
Endurance Vow	0.57	3.58	High
Normative Obligation	0.58	3.55	High
Overall	0.48	3.61	High

Selamat, Nordin, & Adnan (2013) assert that teachers' organizational commitment plays a critical role in deciding the performance of educational reform and schools because highly dedicated instructors are eager to go above and beyond to realize the school's vision and objectives. The results of that study are comparable to this one. Therefore, it is

crucial to identify potential factors that could increase instructors' organizational commitment. According to the findings, the study advised research organizational commitment and its relationships to other demographic factors, such as educational level, educational stage, and type of school, to maintain and strengthen this degree. This conclusion was supported by Shamma's (2018) findings, which demonstrated that teachers in Arab Israeli schools have a very high level of organizational commitment. The outcomes also demonstrate the teachers' dedication to their schools.

3.5 Importance of the Connection between Occupation Fulfillment and Authoritative Responsibility

The discoveries of the relationship test between work fulfillment and authoritative responsibility are displayed in Table 6. The information had a figured in general r-esteem of .232* and a p-esteem under 0.05. The confidence level for this study's p-value was set at .05. The general outcome showed a significant relationship between the factors. Considering the discoveries, it was likewise inferred that there was no significant connection between hierarchical responsibility and work fulfillment. After careful investigation of the information, the all-out r-esteem of .232* and p-worth of under 0.05 degree of importance showed a significant relationship between work fulfillment and hierarchical responsibility. Similar to this, there is a significant connection between measures of organizational commitment and job authority satisfaction, as evidenced by an overall r-value of .177* and a p-value of less than .05. Likewise, when the relationship between work fulfillment as far as oversight and hierarchical responsibility markers were checked out, the r-esteem of .155* and p-worth of less than .05 levels of importance exhibited a significant association between the factors. The marks of hierarchical responsibility and occupation fulfillment as far as strategies and oversight likewise showed a critical connection, as shown by their complete r-esteem of .049* and p-worth of less than .05 levels of importance. Furthermore, when the markers of hierarchical devotion and work satisfaction as it connects with the business, a relationship showed significance had an r-esteem of .018 and a p-esteem higher than 0.05. When the relationship between interpersonal job satisfaction and organizational commitment indicators was evaluated, the overall r-value of .078* and the p-value below the significance level of .05 also demonstrated a significant relationship between the two variables. The relationship between organizational commitment indicators and job satisfaction was also looked at, and similar results were found with an r-value of .056* and a p-value less than .05. There was a significant connection between work fulfillment with regards to pay and hierarchical responsibility markers, as shown by the, generally speaking, worth of .365* and the p-worth of less than .05. The outcomes likewise showed a significant relationship between work fulfillment concerning responsibility and the markers of hierarchical responsibility, with an r-esteem of .349* and a p-esteem underneath the 0.05 degree of importance. Subsequently, there are significant areas of strength between hierarchical responsibility measures and work fulfillment.

**Table 5: Significance of the Relationship between
 Job Satisfaction and Organizational Commitment**

Job Satisfaction	Organizational Commitment			
	Affective Scale	Continuance Commitment	Normative Commitment	Overall
Power	.270* (0.000)	.056 (0.335)	.142* (0.014)	.177* (0.002)
Administration	.185* (0.001)	.071 (0.222)	.148* (0.010)	.155* (0.007)
Procedures and Services	.068 (0.241)	.030 (0.606)	.029 (0.616)	.049 (0.402)
Effort	.036 (0.535)	.025 (0.668)	-.014 (0.814)	.018 (0.762)
Relational Dealings	.303* (0.000)	.069 (0.232)	.097 (0.092)	.178* (0.002)
Assurance	.214* (0.000)	-.067 (0.251)	.002 (0.970)	.056 (0.333)
Pay	.445* (0.000)	.221* (0.000)	.290* (0.000)	.365* (0.000)
Assignment	.346* (0.000)	.122* (0.034)	.185* (0.001)	.249* (0.000)
Overall	.353* (0.000)	.095 (0.101)	.162* (0.005)	.232* (0.000)

*Significant at 0.05 significance level.

Tarigan & Ariani (2015) discovered a strong and positive correlation between organizational commitment and job satisfaction. Furthermore, a powerless and significant negative relationship existed between work fulfillment and hierarchical responsibility. In addition, organizational commitment predicts the intention to leave more accurately than job satisfaction. The connection between work fulfillment and the aim to leave was unpredictable and impacted by different elements. The discoveries of An, Colarelli, O'Brien, and Boyajian (2016), who observed no critical relationship between work fulfillment and hierarchical responsibility, are inconsistent with this result. Also, contrary to what An, Colarelli, O'Brien, & Boyajian (2016) found, only normative and continuous commitment had a 0.05-level significant connection with job satisfaction. Similar results show no correlation between organizational commitment components and job satisfaction, regardless of gender (male or female).

3.6 Importance of the Connection between Hierarchical Culture and Hierarchical Responsibility

The connection test between authoritative responsibility and the balance between fun and serious activity levels is displayed in Table 7. The information uncovered a p-esteem under 0.05 and a generally figured r-esteem of .485. Since the certainty level for this study was set at a p-worth of 0.05, the general outcome exhibited a critical relationship between the factors. The discoveries additionally discredited the thought that there was no significant association between hierarchical responsibility and balance between fun and

serious activities. Following this, a more critical gander at the information uncovers that the accompanying marks of outstanding obligation — loaded with feeling scale, length obligation, and normalizing liability — firmly corresponded with the teachers' satisfaction, capable satisfaction, various leveled sponsorships, work environment, HR intercession procedures supporting WLB, demeanor toward work life, factors impacting in changing work life and individual life, balance among fun and serious exercises practices of the teacher's own life, and harmony among serious and fun exercises practices of the educator's institutional life. This is upheld by the general r-esteem of .485 and the p-worth of under 0.05.

Table 6: Significance of the Relationship between
 Organizational Culture and Organizational Commitment

Organizational Culture	Organizational Commitment			Overall
	Affective Scale	Continuance Commitment	Normative Commitment	
Dominant Characteristics	.446* (0.000)	.224* (0.000)	.247* (0.000)	.349* (0.000)
Executive Management	.245* (0.000)	.036 (0.535)	.079 (0.175)	.137* (0.018)
Supervision of Personnel	.236* (0.000)	.003 (0.958)	.037 (0.526)	.104 (0.071)
Institutional Adhesive	.267* (0.000)	.020 (0.724)	.034 (0.560)	.122* (0.035)
Calculated Stress	.218* (0.000)	-.002 (0.974)	.021 (0.713)	.090 (0.120)
Standards of Triumph	.257* (0.000)	-.020 (0.725)	-.056 (0.335)	.111 (0.056)
Overall	.315* (0.000)	.046 (0.430)	.087 (0.134)	.170* (0.003)

*Significant at 0.05 significance level.

Especially when the association between private fulfillment with the balance between fun and serious activities and hierarchical responsibility markers was checked out, the outcomes had a general r esteem of .397* and a p-worth of 0.000 underneath the 0.05 degree of importance. Subsequently, a significant association between the two factors was laid out. Regarding expert fulfillment, the information had a general r-esteem of .192 and a p-esteem of less than .05 critical when contrasted with the marks of hierarchical responsibility and balance between fun and serious activities. A critical connection is again settled.

Regarding employee management, it was also discovered that organizational commitment and organizational culture indicators were significantly linked. As should be visible, the p-regard is underneath the 0.05 importance level, and the decided r-regard is .104. Like this, the hierarchical paste was thoroughly analyzed between the signs of authoritative responsibility and hierarchical culture. As can be seen, the overall r-value is .122*, and the p-value is below the .05 level of significance. As a result, there was a

significant correlation between organizational commitment indicators and culture. Like this, an essential examination was made between signs of hierarchical responsibility and the essential focal point of authoritative culture. As can be seen, both the p-value and the overall r-value are below the significance level of .05. This result unveils an essential association amid the double factors.

When success criteria and indicators of organizational commitment were considered, however, the outcomes revealed an overall r-value of .111 and a p-value greater than the .05 level of significance. In this way, no critical relationship was tracked between the marks of authoritative responsibility and hierarchical culture considering the achievement measures. As per these discoveries, there is a critical relationship between hierarchical responsibility pointers like the full of feeling scale, continuation responsibility, and regularizing responsibility and hierarchical culture regarding predominant qualities like authoritative initiative, worker the executives, authoritative paste, and vital accentuation. No critical relationship was tracked between the signs of authoritative responsibility and hierarchical culture regarding achievement measures.

The marks of hierarchical responsibility — the full of-feeling scale, duration responsibility, and regularizing responsibility — have areas of strength for a hierarchical culture concerning predominant qualities, authoritative initiative, representative administration, authoritative paste, and vital accentuation. No critical relationship was tracked between the signs of authoritative responsibility and hierarchical culture regarding achievement measures.

According to Khachian, Farahani, Haghani, & Tameh (2016), this finding lends credence to the idea that organizational culture and commitment are linked. Consequently, the variables were strongly correlated. This is also supported by a section that lists the most reliable disclosures. Pioneers need to be aware of the culture and how it can be utilized to establish societies that encourage individuals to be their best selves. Developing a company's culture to discuss and emphasize its significance is insufficient. Pioneers should understand the significance of aligning authoritative methods and decision-making with social objectives and view culture improvement as one of their primary responsibilities for the best outcomes. Moreover, employee commitment is predicted by an organization's culture (Warrick, 2017).

3.7 Significance of the Relationship between Work-Life Balance and Organizational Commitment

Table 7 displays the correlation test between organizational commitment and levels of work-life balance.

**Table 7: Significance of the Relationship between
 Organizational Commitment and Work-Life Balance Levels**

Work-Life Balance	Organizational Commitment			Overall
	Affective Scale	Continuance Commitment	Normative Commitment	
Personal Satisfaction	.467* (0.000)	.249* (0.000)	.320* (0.000)	.397* (0.000)
Professional Satisfaction	.359* (0.000)	.034 (0.558)	.111 (0.055)	.192* (0.001)
Organizational Supports	.465* (0.000)	.145* (0.012)	.242* (0.000)	.325* (0.000)
Work Environment	.160* (0.006)	.201* (0.000)	.275* (0.000)	.245* (0.000)
HR Intervention Policies Supporting WLB	.393* (0.000)	.360* (0.000)	.451* (0.000)	.462* (0.000)
Professional Pride	.346* (0.000)	.078 (0.179)	.163* (0.005)	.224* (0.000)
Attitudes towards Work Life	.145* (0.012)	.227* (0.000)	.250* (0.000)	.240* (0.000)
Factors Affect Balancing Work Life and Personal Life	.194* (0.001)	.197* (0.001)	.286* (0.000)	.261* (0.000)
Work-Life Balance Practices of the Teacher's Personal Life	.482* (0.000)	.214* (0.000)	.355* (0.000)	.402* (0.000)
Work-Life Balance Practices of the Teacher's Institutional	.431* (0.000)	.142* (0.014)	.263* (0.000)	.319* (0.000)
Satisfaction of the Teachers	.485* (0.000)	.187* (0.001)	.243* (0.000)	.349* (0.000)
Overall	.558* (0.000)	.288* (0.000)	.422* (0.000)	.485* (0.000)

*Significant at 0.05 significance level.

The general outcome showed a considerable connection between the factors because the certainty level for this study was set at p upsides of 0.05. The results also disproved the hypothesis that there was no significant connection between organizational commitment and work-life balance. The data had a p-value of less than 0.05 and an overall computed r-value of .485. As a result, a more in-depth analysis of the data reveals that there is a balance between serious and fun activities to the extent that private satisfaction, capable satisfaction, progressive sponsorships, working environment, HR intervention techniques supporting WLB, capable pride, demeanor toward work life, factors impacting in changing work life and individual life, the balance between serious and fun activities practices of the educator's institutional life, the balance between serious and fun activities practices of the educator's personal life, and satisfaction of the educators earnestly related This is upheld by the general r-esteem of .485 and the p-worth of under 0.05. Especially when the association between private fulfillment with the balance between fun and serious activities and hierarchical responsibility markers was checked out, the outcomes had a general r esteem of .397* and a p-worth of 0.000 underneath the

0.05 degree of importance. Subsequently, a significant association between the two factors was laid out. Regarding expert fulfillment, the information had a general r -esteem of .192 and a p -esteem of less than .05 critical when contrasted with the marks of hierarchical responsibility and balance between fun and serious activities. A critical connection is again settled.

When the association between the balance between fun and serious activities and hierarchical backings and marks of authoritative responsibility was checked out, the relationship was found to have a general r -esteem of .325* and a p -esteem underneath the .05 level of importance. This must have some significant connection. Organizational commitment and work-life balance indicators were also closely examined in relation to the workplace. The p -esteem that was acquired is under the .05 level of importance, and the general r -esteem that was determined is .245*. This recommends that the association is critical. In a similar vein, organizational commitment indicators were compared to HR intervention policies that encourage work-life balance. The general outcome had a p -esteem that was under the .05 level of importance and an r -esteem of .462*. This exhibited again that the two factors are emphatically associated. In a similar vein, the connection between professional pride and indicators of organizational commitment as well as work-life balance, was thoroughly examined. As should be visible, the general r -esteem is .224*, and the general p -esteem is under the .05 level of importance. As a result, we discovered a significant correlation.

3.8 Best Fit Model that Predicts the Organizational Commitment of Teachers

This section's primary focus is an examination of the connections between teacher organizational commitment, work-life balance, job satisfaction, and organizational culture. Four underlying condition models are scrutinized to determine the most fitting authoritative responsibility model. The estimation and primary models made a system that could be separated into two unmistakable models. The measurement model depicts the measure loads on each factor to their respective latent constructs, whereas the structural model establishes relationships between the latent variables.

Moreover, the fit appraisal was the standard that was utilized to decide if the model was acknowledged. The researcher typically linked the independent and dependent variables in some way. Additionally, it establishes a link between external and endogenous variables. A structured model's inferences about the empirical relationships between variables are confirmed when it shows a good fit. The amount and course of the connection among endogenous and exogenous factors are remembered for the evaluations of the model boundary. A structured model's inferences about the empirical relationships between variables are confirmed when it shows a good fit. The estimates of the model parameters include the magnitude and direction of the association between the variables.

In this study, four hypothesized models were developed and tested. The variable screening was painstakingly seen to accentuate the information's ordinariness. The number of variables with interval or ratio data was counted when the models were

created. Theories were used to back up this study's models. Direct impacts are portrayed by bolts that go straightforwardly from an indicator variable on the right to the reliant factors on the left in the guessed models of this review. Associations between the indicator and the reliant factors that are interceded by at least one middle-of-the-road factor are alluded to as backhanded impacts. In order to determine the magnitude of the indirect effects, the coefficients of each path combination connecting the predictor variable on the left with a dependent variable on the right are cross-multiplied before being added together. The overall impact of a predictor variable is shown by the sum of its direct and indirect effects on the dependent variable. Primary model fit measures are regularly estimated in covariance-based underlying condition displays. To put it another way, how much the anticipated information, reflected in the speculated model's design, is tantamount to the frameworks that contain the connections in the genuine information is the essential focal point of the fitness assessment. Thus, deciding the great model-information fit is a part of both estimation model assessment and underlying model assessment.

3.9 Goodness Fit Measures of Structure Equation Model 1

Table 8 displays the goodness fit metrics for Structure Equation Model 1. The primary model characterizes the affiliations and causal connections between the inactive factors since the integrity fit lets us know whether the laid-out SEM additionally mirrors the conditions of the information. The degree to which the model accurately reproduces the data-presented phenomenon is known as goodness of fit. The main underlying model exhibits the communication between the endogenous variable, hierarchical responsibility, and the exogenous factors, for example, balance between serious and fun activities, work fulfillment, and authoritative culture. The unfortunate fit made all files fall outside the permitted ranges. The examination strategy utilized measures to the degree that the model fit an enlightening assortment to rapidly look at the connections between different factors. One of the five fit indices utilized in determining the overall model was the chi-square test statistic, which should be similar to the observed data. CMIN/df, which should be less than 2.0, the chi-square multiplied by the number of degrees of freedom; The integrity of fit (GFI) should be higher than 0.95; The CFI, or similar fit record, should be higher than 0.95; It is necessary to have a normed fit index (NFI) greater than 0.95; As should be visible, the model fit worth of the Exhaust Lewis Record (TLI) CMIN/DF is more prominent than 2.0. A sum of .719 is given to the CFI; The value of NFI is 6.87; TLI has values beneath 0.9. The RMSEA esteem, then again, is more prominent than 0.05. This way, Primary Condition Model 1 needs to be improved.

Table 8: The Goodness of Fit Measures of Structural Equation Model 1

Index	Criterion	Model Fit Value
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	6.889
P-value	> 0.05	.000
GFI	> 0.95	.672
CFI	> 0.95	.719
NFI	> 0.95	.687
TLI	> 0.95	.691
RMSEA	< 0.05	.121

Legend: CMIN/DF: Chi-Square/Degrees of Freedom; NFI: Normed Fit Index; TLI: Tucker-Lewis Index; CFI: Comparative Fit Index; GFI: Goodness of Fit Index; RMSEA; Root Means Square of Error Approximation; Pclose: P of Close Fit; P-value: Probability Level.

3.10 The Goodness of Fit Measures of Structural Equation Model 2

Table 9 shows the measures of the structural equation model 2's goodness of fit.

Table 9: The goodness of Fit Measures of Structural Equation Model 2

Index	Criterion	Model Fit Value
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	8.452
P-value	> 0.05	.000
GFI	> 0.95	.741
CFI	> 0.95	.746
NFI	> 0.95	.723
TLI	> 0.95	.694
RMSEA	< 0.05	.136

Legend: CMIN/DF: Chi-Square/Degrees of Freedom; NFI: Normed Fit Index; TLI: Tucker-Lewis Index; CFI: Comparative Fit Index; GFI: Goodness of Fit Index; RMSEA; Root Means Square of Error Approximation; Pclose: P of Close Fit; P-value: Probability Level.

The second underlying model showed how the exogenous factors, similar to work fulfillment, authoritative culture, and balance between serious and fun activities, associate with each other and what they mean for the endogenous variable, which is instructors' hierarchical responsibility. Additionally, because none of the indices fell within the acceptable ranges, the model was deemed to have a poor fit.

3.11 The Goodness of Fit Measures of Structural Equation Model 3

Table 10 depicts the connections between the exogenous factors—such as job satisfaction and a balance between fun and serious activities—and their causal effect on the endogenous variable—the nature of authoritative responsibility—after a few low-quality markers were removed from the third primary model. The model was found to be suitable despite satisfying the requirements for p-close, NFI, CFI, TLI, and GFI. However, the model was not found to be unsuitable because the values of the other three measures were below the ideal value. Model 3 did not fit well as a result.

Table 10: Goodness of Fit Measures of Structural Equation Model 3

Index	Criterion	Model Fit Value
P-Close	> 0.05	.001
CMIN/DF	0 < value < 2	3.176
P-value	> 0.05	.000
GFI	> 0.95	.933
CFI	> 0.95	.946
NFI	> 0.95	.924
TLI	> 0.95	.929
RMSEA	< 0.05	.073

Legend: CMIN/DF: Chi-Square/Degrees of Freedom; NFI: Normed Fit Index; TLI: Tucker-Lewis Index; CFI: Comparative Fit Index; GFI: Goodness of Fit Index; RMSEA; Root Means Square of Error Approximation; Pclose: P of Close Fit; P-value: Probability Level.

The model must fulfill all other requirements to be selected as the best match. The P-close and approximation values for the root mean square error must be greater than 0.05. Other indices below 0.95 include normed fit, goodness of fit, Tucker-Lewis, and comparative fit. Therefore, an unfortunate match.

3.12 Goodness of Fit Measures of Structure Equation Model 4

A few low-quality markers were removed in the fourth created underlying model, or Model 4. It made the associations between the exogenous factors apparent: balance between fun and serious activities, the way of life of the organization, and occupation fulfillment, notwithstanding their immediate connection to the endogenous variable of authoritative responsibility. It was discovered that Model 4 has indices that consistently match the data perfectly because all of the offered indices satisfy each condition. Since it had already been determined that it was the best fit among those tested, there was no need to select a different model to test.

As a result, the null hypothesis that no best-fit model existed was rejected. A best-fit model could predict teachers' organizational commitment in the Davao Region. The model exhibits that variables like work fulfillment, authoritative culture, and balance between serious and fun activities impact instructors' hierarchical responsibility. In any case, the model showed that two of the eight work fulfillment factors stayed huge indicators of hierarchical responsibility: dedication and the work itself. Two of the six pointers that affected authoritative responsibility meaningfully — representative administration and key accentuation — were connected with hierarchical culture. To wrap things up, just expert pride and hierarchical help — two of the eleven pointers — keep on filling in as indicators of authoritative responsibility. This proposes that the elements that best maintained the legitimate liability of teachers in the Davao area in regards to length obligation and controlling liability were work satisfaction, which was assessed in regards to work itself and obligation, various leveled cultures in regards to the leading body of agents and key accentuation, and harmony among serious and fun exercises concerning definitive sponsorships and master pride.

The integrity of fit measurements for the three primary condition models. In order to select the model with the best fit, all included indices must always be within the allowed limits. The chi-square/degrees of freedom value should be less than 2 but greater than 0 if the corresponding p-value is more significant than 0.05. Both the P-close value and the approximation value for the root mean square error must be greater than 0.05. Other indices that must all be greater than 0.95 are normalized fit, Tucker-Lewis, comparative fit, and goodness of fit. The primary underlying model exhibits the communication between the endogenous variable, hierarchical responsibility, and the exogenous factors, for example, balance between serious and fun activities, work fulfillment, and authoritative culture. All indices were outside the allowed ranges because of poor fit.

The third structural model showed how the endogenous variables, like job satisfaction, work-life balance, and organizational culture, interact with the exogenous variables and how these interactions affect the endogenous variable, which is the quality of the organizational commitment. Some indicators with low values were removed from the model because they were too low. Despite meeting the necessities for NFI, CFI, TLI, GFI, and p-close, the model was viewed as ill-suited; be that as it may, the other three models could have accomplished the ideal worth. As a result, Model 3 did not fit well. The model must fulfill all other requirements to be selected as the best match. Therefore, the null hypothesis of no best-fit model was rejected. A best-fit model could be used to predict teachers' organizational commitment in the Davao Region. The model exhibits that variables like work fulfillment, authoritative culture, and balance between serious and fun activities impact instructors' hierarchical responsibility. In any case, the model showed that two of the eight work fulfillment factors stayed huge indicators of hierarchical responsibility: dedication and the work itself. Two of the six pointers that affected authoritative responsibility meaningfully — representative administration and key accentuation — were connected with hierarchical culture. At long last, just two of the eleven pointers stay as indicators of authoritative responsibility: pride in one's work and support from the organization

The factors that supported teachers' organizational commitment in the Davao region in terms of continuance commitment and normative commitment were work-life balance, professional pride, job satisfaction in terms of work itself and commitment, organizational culture in terms of management of employees, and strategic emphasis.

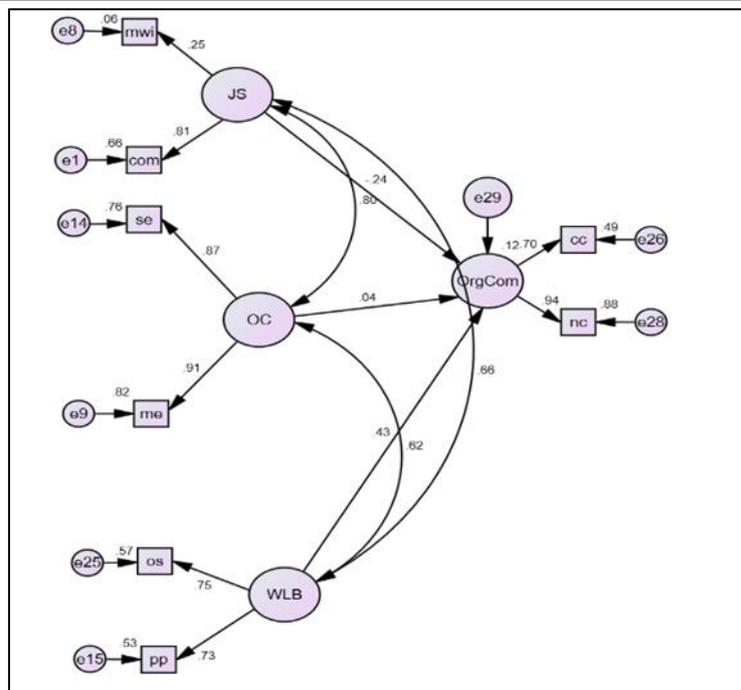


Figure 2: Structural Equation Model 4 in Standardized Solution

4. Recommendations

The accompanying suggestions were made considering the discoveries of this examination: This study's findings may inspire changes to school policy and practice and those of other institutions. This study would reveal insight into the variables that outcome in workforce renunciations and give thoughts for altering the course, as staff turnover in this field keeps on being an issue. Schools can increase organizational commitment by improving employee satisfaction, the organization's culture, and work-life balance. Schools should likewise direct examination on hierarchical responsibility and how it connects with other segment factors like instructive level, instructive stage, and sort of school, as well as occupation fulfillment, authoritative culture, and balance between fun and serious activities, for this degree of hierarchical obligation to be kept up with and reinforced. This study's discoveries may lay the basis for examining similar factors.

5. Conclusion

The following conclusions can be drawn from this research: There was much contentment in the job. The organization's culture was very strong. Work-life balance was greatly promoted. Job satisfaction was significantly correlated with organizational commitment. Organizational commitment and organizational culture were significantly linked. Work-life balance and organizational commitment were strongly correlated. Teachers' organizational commitment was influenced by a goodness fit on the indicators of job satisfaction, organizational culture, and work-life balance.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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