

Research Article

Organizational Culture and Job Satisfaction of Teachers at Panabo City National High School

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Abstract

This study examined the significant relationship between organizational culture and job satisfaction among employees of Panabo City National High School during the academic year 2025–2026. Specifically, it sought to determine the level of organizational culture and job satisfaction, establish the relationship between these two variables, and identify which domain of organizational culture most strongly influences employees' job satisfaction. The study employed a quantitative, non-experimental research design using a descriptive-correlational approach. Data were collected from both teaching and non-teaching personnel through standardized and researcher-adapted survey questionnaires that were validated for reliability and appropriateness to the study context. Descriptive statistical tools were utilized to determine the levels of organizational culture and job satisfaction, while inferential statistical analyses were applied to examine the relationship between the two variables and identify significant predictors. Results revealed that organizational culture and job satisfaction were both rated at a very high level, indicating a positive work environment and a high degree of employee contentment within the institution. Furthermore, findings confirmed a significant positive relationship between organizational culture and job satisfaction, suggesting that a supportive and well-defined organizational culture contributes meaningfully to employees' overall satisfaction at work. Among the domains of organizational culture examined, bureaucratic culture emerged as the most significant predictor of employees' job satisfaction. This result highlights the importance of clear structures, defined roles, established policies, and systematic procedures in fostering satisfaction among school personnel. The findings of this study provide valuable insights for school administrators and policymakers in strengthening organizational practices that enhance employee satisfaction, promote efficiency, and sustain a positive institutional climate. Overall, the study underscores the critical role of organizational culture in shaping job satisfaction within public secondary schools.

Keywords

Organizational Culture, Job Satisfaction, Teachers, Public Secondary School, Panabo City National High School

1. Introduction

Organizational culture and job satisfaction represent two critical constructs in management and organizational psychology that significantly influence both individual and organiza-

tional outcomes. The dynamic interplay between these variables has garnered substantial scholarly attention over recent decades, particularly as organizations increasingly recognize

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that cultural elements serve as powerful determinants of employee attitudes, behaviors, and overall performance [1]. Organizational culture encompasses the shared values, beliefs, assumptions, and behavioral norms that characterize how work gets done within an organization, while job satisfaction reflects the pleasurable emotional state resulting from employees' appraisal of their work experiences and environments (Putra, et al. 2024). The profound significance of this relationship is evidenced by contemporary research indicating that organizational culture can substantially influence employee engagement, productivity, innovation, and retention rates [6].

The international context introduces significant variations in how organizational culture influences job satisfaction across different geographical settings. Research conducted in diverse environments reveals both universal patterns and culturally specific dynamics in the culture-satisfaction relationship [11]. A study examining Vietnam's business context found that organizational culture and leadership behavior significantly influenced job satisfaction, with cultural factors manifesting differently in this emerging economy compared to Western contexts. Similarly, research in the Greek energy sector demonstrated that culture types (specifically clan and adhocracy cultures) were positively associated with both job satisfaction and employee engagement, suggesting that people-oriented cultural frameworks have particular efficacy in this national context [18].

Cultural values such as smooth interpersonal relationships community spirit play pivotal roles in the Philippines, understanding organizational culture's impact on job satisfaction is particularly salient [23]. Further, studies in the Philippines have emphasized the significance of organizational culture in educational institutions and service-based organizations, where culture types such as clan (family-like, supportive) are dominant and positively influence job satisfaction and organizational commitment among teachers and employees [29]. The dynamic interplay between organizational culture and leadership style has also been found to mediate employee job satisfaction, suggesting that effective leadership coupled with a supportive culture fosters greater workplace engagement [15]. Furthermore, adherence to local cultural values may enrich the organizational climate, making job satisfaction a multidimensional experience uniquely contextualized within the Philippine setting.

Studies have underscored the significance of an organizational culture as a driving force that fosters employee commitment and supports institutional success. Job satisfaction among employees in the Davao Region is likewise influenced by interrelated factors such as reward systems, communication clarity, work-life balance, and supportive leadership. Furthermore, teachers in Davao del Norte have demonstrated high organizational commitment linked to organizational culture, which includes efficient change management and a supportive work climate [25]. Collectively, these findings highlight the need for local organizations to cultivate strong cultural foundations that enhance employee morale and organizational

commitment, thereby contributing to sustainable organizational performance and service quality.

Research on the link between organizational culture and job satisfaction in developing economies, particularly in the Philippines, remains limited. Although culture is a key factor in employee satisfaction, few studies address how local cultural dynamics and sector-specific practices—such as in education—shape satisfaction and retention. This gap is significant, as misaligned cultures can reduce morale, increase turnover, and hinder productivity. Given ongoing socio-economic, global, and technological changes, organizations must foster contextually relevant cultures to strengthen employee well-being and overall performance.

1.1. Research Objectives

This study aimed to determine the relationship between organizational culture and job satisfaction. Specifically, it sought answers the following questions:

- 1) To assess the level of organizational culture in terms of:
 - a) Clan culture;
 - b) Mission culture;
 - c) Adaptive culture; and
 - d) Bureaucratic culture.
- 2) To measure the level of Job satisfaction of teachers in terms of:
 - a) Working hours;
 - b) Salary;
 - c) Personnel development;
 - d) Working atmosphere;
 - e) Leadership and management;
 - f) Working activity; and
 - g) Infrastructure.
- 3) To identify the relationship between organizational culture and job satisfaction
- 4) To determine which domains of organizational culture influence job satisfaction

1.2. Hypothesis

The null hypothesis will be tested at .05 level of significance using appropriate statistical toll will be:

Ho1. There is no significant relationship between organizational culture and job satisfaction.

Ho2. None of the domains of organizational culture significantly influence job satisfaction.

2. Review of Related Literature and Studies

This section synthesizes relevant literature and studies on organizational culture and job satisfaction, emphasizing their conceptual foundations and empirical linkages. In this study, organizational culture is treated as the independent variable,

operationalized through clan, mission, adaptive, and bureaucratic cultures, while job satisfaction is examined through working hours, salary, personnel development, working atmosphere, leadership and management, working activity, and infrastructure.

2.1. Organizational Culture

Organizational culture refers to the shared values, beliefs, norms, and practices that shape behavior and decision-making within institutions. Studies consistently indicate that strong and value-driven cultures enhance employee satisfaction, commitment, and retention, while weak cultures contribute to disengagement and turnover [22, 16]. In educational settings, positive organizational culture promotes collaboration, trust, and professional identity, which are critical to sustaining teacher motivation and effectiveness.

Leadership is widely recognized as a central force in shaping organizational culture. Ethical, transformational, and values-based leadership practices reinforce shared norms, promote transparency, and foster trust, thereby strengthening cultural alignment and job satisfaction [24, 14]. Open communication further supports culture development by enhancing psychological safety and collective engagement, particularly in increasingly complex and technology-mediated work environments [26].

2.1.1. Clan Culture

Clan culture emphasizes collaboration, trust, and a family-like work environment. Organizations with strong clan cultures prioritize teamwork, participative decision-making, and employee development, resulting in higher job satisfaction, organizational commitment, and psychological safety [20, 12]. Empirical evidence suggests that such cultures are particularly effective in promoting engagement and knowledge sharing in educational institutions.

2.1.2. Mission Culture

Mission culture centers on shared purpose and organizational values that guide daily practices and decision-making. Research shows that strong mission cultures enhance job satisfaction and engagement by providing employees with meaningful work and a sense of contribution beyond individual tasks [5, 17]. In education, mission alignment between teachers and school leadership has been associated with higher retention and professional commitment [39].

2.1.3. Adaptive Culture

Adaptive culture reflects an organization's capacity to respond to change through innovation, learning, and flexibility. Studies indicate that schools with adaptive cultures are better positioned to implement reforms, address diverse learner needs, and sustain teacher morale amid changing demands [40]. Adaptive cultures emphasize collaboration, distributed

leadership, and data-informed decision-making, which collectively enhance organizational resilience and teacher satisfaction.

2.1.4. Bureaucratic Culture

Bureaucratic culture is characterized by formal rules, hierarchical structures, and standardized procedures. While excessive bureaucracy may constrain innovation, recent studies suggest that clear structures and consistent processes can support stability, fairness, and accountability when balanced with professional autonomy [28]. In educational contexts, bureaucratic culture may positively influence job satisfaction by reducing role ambiguity and ensuring equitable practices.

2.2. Job Satisfaction

Job satisfaction refers to teachers' positive emotional evaluation of their work experiences and conditions. High levels of job satisfaction are associated with improved performance, commitment, and retention, while dissatisfaction contributes to stress and attrition [13, 27]. Research identifies both intrinsic and extrinsic factors as key determinants of teacher job satisfaction.

Workload and working hours are consistently linked to satisfaction, with excessive demands negatively affecting well-being unless mitigated by autonomy and administrative support [10]. Salary remains a significant predictor of satisfaction, particularly regarding financial security and perceived fairness, though it primarily functions as a factor preventing dissatisfaction rather than promoting motivation [3, 21, 32].

Personnel development positively influences job satisfaction by enhancing teachers' competence, self-efficacy, and career growth, especially when supported by school leadership [33]. Likewise, working atmosphere—encompassing leadership support, collegial relationships, and physical conditions—has been shown to be a strong predictor of satisfaction and retention [7].

Leadership and management practices significantly affect job satisfaction through supportive supervision, participatory decision-making, and workload management. Transformational and instructional leadership styles, when applied collaboratively, are associated with higher teacher satisfaction and professional commitment [34, 31]. Additionally, the nature of teachers' work activities, including autonomy over instructional tasks and reduced administrative burden, contributes positively to satisfaction [4]. Adequate physical and technological infrastructure further enhances satisfaction by supporting effective teaching and reducing occupational stress [9].

2.3. Organizational Culture and Job Satisfaction

Empirical studies consistently demonstrate a significant relationship between organizational culture and teacher job sat-

isfaction. Supportive, collaborative, and purpose-driven cultures foster engagement, commitment, and professional fulfillment, whereas weak cultures contribute to dissatisfaction and turnover [30, 2]. Organizational commitment frequently mediates this relationship, suggesting that positive cultures and effective leadership enhance satisfaction by strengthening teachers' sense of belonging and collective efficacy [35].

2.4. Theoretical Framework

Social Exchange Theory (SET) by Blau (1964) is a sociological and psychological framework that explains human interactions as transactions aimed at maximizing benefits while minimizing costs. It posits that relationships are formed, maintained, or terminated based on individuals' evaluations of rewards (such as trust, support, or recognition) and costs (such as time, effort, or conflict). When the perceived benefits outweigh the costs, individuals are more likely to sustain the relationship, whether in personal, professional, or organizational contexts. In workplaces, SET is often used to explain how trust, reciprocity, and fairness influence employee satisfaction, commitment, and performance.

Social exchange theory (SET) posits that employee–employer relationships are based on a series of reciprocal exchanges, where a positive organizational culture acts as a catalyst

for increased job satisfaction. When an organization invests in its employees through fair treatment, strong support, and a positive culture, employees feel a sense of obligation to reciprocate with beneficial behaviors like increased job satisfaction, commitment, and performance [8]. A study on teachers found that a supportive and innovative organizational culture significantly influenced their job satisfaction and innovative behavior, mediated by perceived organizational support [36]. Similarly, research showed that benevolent leadership, a key component of organizational culture, enhances employee engagement and satisfaction through the social exchange process by making them feel cared for and valued [37]. This reciprocal relationship between the organization's treatment of its employees and the employees' subsequent attitudes and behaviors highlights how SET provides a powerful framework for understanding and predicting job satisfaction and other key outcomes within a specific organizational culture.

2.5. Conceptual Framework

Figure 1 shows the conceptual model of this study. It focuses on organizational culture and job satisfaction. The independent variable focused on this study is organizational culture. It has four indicators namely: clan culture, mission culture, adaptive culture, and bureaucratic culture [38].

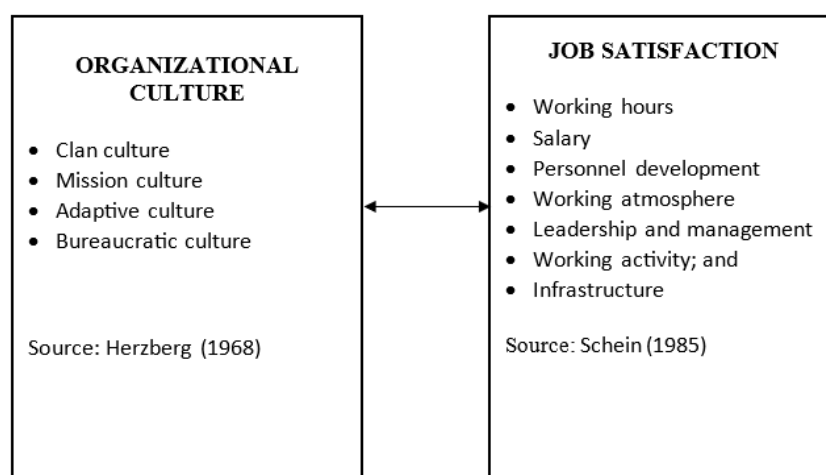


Figure 1. The Conceptual Framework of the Study.

In this study, organizational culture refers to the shared values, beliefs, norms, and behaviors that shape how members of an organization interact and work together; clan culture refers to a collaborative, family-like culture emphasizing teamwork, employee involvement, and loyalty, with a focus on nurturing and mentoring; mission culture refers to a goal-oriented culture driven by a clear sense of purpose and strategic objectives, prioritizing achievement and results; adaptive culture refers to a flexible, innovative culture that embraces change, encourages risk-taking, and adapts quickly to external environments;

and bureaucratic culture refers to a structured, rule-driven culture focused on stability, efficiency, and adherence to formal processes and hierarchies.

Meanwhile, the dependent variable is job satisfaction. It has seven indicators namely: working hours, salary, personnel development, working atmosphere, leadership and management, working activity, and infrastructure [21].

In this study, job satisfaction refers the level of contentment employees feel toward their job, influenced by factors like work environment, tasks, and rewards; working hours refers

to the time employees are required to work, including schedules, shifts, and flexibility in hours; salary refers to the financial compensation paid to employees for their work, typically expressed as an hourly, monthly, or annual amount; personnel development refers to the activities and programs aimed at enhancing employees' skills, knowledge, and career growth, such as training and mentoring; working atmosphere refers to the overall environment and vibe of the workplace, shaped by relationships, culture, and physical conditions; leadership and management refers to the style and effectiveness of those in charge, guiding teams, making decisions, and setting organizational direction; working activity refers to the specific tasks, responsibilities, and duties employees perform as part of their job roles; and infrastructure refers to the physical and technological resources supporting work, such as facilities, equipment, and IT systems.

3. Significance of the Study

The study holds great significance for various stakeholders, including teachers, school heads, students, and future researchers. Understanding the relationship between these two constructs can help in developing policies, programs, interventions and projects to enhance organizational culture and job satisfaction. The study can also contribute to the existing body of knowledge on organizational culture and job satisfaction, providing a basis for further research in this area.

3.1. Teachers

This research may provide them with a deeper understanding of how the prevailing organizational culture directly impacts their job satisfaction. The findings can help them recognize specific cultural elements that may be hindering or enhancing their professional fulfillment. They can further advocate for changes that improve their working conditions, leading to increased morale, motivation, and a more effective teaching experience.

3.2. School Heads

This study may offer empirical evidence on the current state of organizational culture and its direct correlation with job satisfaction among their staff. The findings can provide data-driven recommendations, enabling them to make informed decisions about cultural interventions, professional development programs, and leadership strategies. Further, this research can help school heads foster a healthy and positive culture that retains skilled staff and improves the school's overall performance.

3.3. Students

They are the ultimate beneficiaries of a healthy and satisfying school environment. When teachers and non-teaching staff

are fulfilled in their roles, they are more engaged, creative, and committed. This leads to a more stable, nurturing, and effective learning atmosphere. The research indirectly contributes to improved student academic performance, social development, and well-being by providing a framework for creating a better school environment for staff.

3.4. Future Researchers

This study serves as a foundational reference for future research in the fields of organizational culture, human resource management, and educational leadership. It can be used as a literature base for scholars and practitioners who wish to explore similar topics in different contexts, such as other types of educational institutions, or to investigate additional variables. The methodology and findings can also guide future researchers in identifying gaps in existing knowledge and formulating new research questions to further advance the understanding of organizational dynamics in academic settings.

4. Definition of Terms

The researcher will establish a common frame of reference to ensure that all readers have a clear understanding of the concepts being discussed:

Organizational Culture refers to the shared beliefs, values, attitudes, and behavioral norms among school employees that shape how they interact, make decisions, and work toward the institution's goals. It is described as the collective outlook and assumptions that create a unifying force in the school environment, influencing relationships and the overall effectiveness of the educational organization [19].

Job Satisfaction is conceptualized as the positive emotional state resulting from the evaluation of their job experiences. It encompasses their overall attitude toward their teaching career, including aspects like work conditions, relationships with colleagues and supervisors, and the alignment of job roles with personal values and expectations. It includes both intrinsic and extrinsic factors that influence how employees feel about their work environment and professional responsibilities [27].

5. Method

This chapter describes the research design, population and sample, research instruments, data collection procedures, ethical considerations, and statistical tools employed in the study.

5.1. Research Design

The study adopted a quantitative descriptive-correlational design to examine the relationship between organizational culture and job satisfaction among teachers. Quantitative methods allow for measuring variables objectively, testing hypotheses, and generalizing findings to a broader population. The descriptive component documents the current state of the

variables, while the correlational aspect assesses their relationships using statistical measures such as Pearson's r .

5.2. Population and Sample

The study involved 170 out of 300 teachers at Panabo City National High School, selected through simple random sampling. The sample size was determined using Slovin's formula with a 5% margin of error, ensuring representativeness and statistical validity.

5.3. Research Instruments

Data were collected using a structured survey questionnaire, divided into two scales:

- 1) Organizational Culture Scale (OCS) – Adapted from Schein (1985), with 20 items covering clan, mission, adaptive, and bureaucratic cultures. Pilot testing yielded a Cronbach's alpha of 0.84, indicating strong reliability.
- 2) Job Satisfaction Scale (JSC) – Adapted from Herzberg (1968), with 35 items covering working hours, salary, personnel development, working atmosphere, leadership, working activity, and infrastructure. Pilot testing yielded a Cronbach's alpha of 0.82.

Both scales used Likert-type responses, and mean intervals were interpreted to determine levels of organizational culture and job satisfaction.

5.4. Data Gathering Procedures

Permission was obtained from school administrators before distributing surveys. Participants were informed of the study purpose, assured of voluntary participation, and given the right to withdraw at any time. A pilot test confirmed the clarity and reliability of instruments. Completed questionnaires were collected, checked for completeness, and securely stored before data entry and analysis.

5.5. Ethical Considerations

The study adhered to ethical standards to protect participants' rights and welfare:

- 1) Informed Consent: Participants were briefed on the study's purpose and procedures.
- 2) Confidentiality and Privacy: Data were stored securely, and personal identifiers were excluded from reports.
- 3) Minimal Risk: Participation posed negligible risk, with participants able to skip uncomfortable questions.
- 4) Justice: Selection ensured equitable representation across staff roles.
- 5) Transparency and Integrity: The researcher maintained open communication and declared no conflicts of interest.

Statistical Tools

- 1) Weighted Mean: To assess levels of organizational culture and job satisfaction.

- 2) Pearson Product-Moment Correlation: To examine the relationship between organizational culture and job satisfaction (significance at $p < 0.05$).
- 3) Multiple Regression Analysis: To identify which dimensions of organizational culture most strongly predict job satisfaction, with significance set at $p < 0.05$.

6. Results and Discussions

This chapter presents the results of the study on organizational culture and job satisfaction of teachers. Findings are presented through descriptive statistics, correlation analysis, and regression analysis, supported by brief interpretations and relevant literature.

6.1. Level of Organizational Culture

Results show that the overall level of organizational culture is very high ($\bar{x} = 4.2$), indicating that positive cultural attributes are consistently evident within the institution.

Mission culture obtained the highest mean ($\bar{x} = 4.4$), reflecting a strong sense of purpose, clear goals, and employee motivation toward organizational objectives. This suggests that teachers perceive their work as meaningful and aligned with institutional goals.

Clan culture followed closely ($\bar{x} = 4.3$), indicating strong interpersonal relationships, teamwork, and a sense of belonging among employees.

Adaptive culture ($\bar{x} = 4.1$) and bureaucratic culture ($\bar{x} = 4.0$) were rated high, suggesting that the institution demonstrates flexibility and innovation while maintaining structure, accountability, and formal procedures.

These findings indicate that the organization balances collaboration, purpose-driven leadership, adaptability, and administrative stability. Prior studies affirm that such cultural configurations promote employee engagement, satisfaction, and organizational effectiveness.

6.2. Level of Job Satisfaction

The overall level of job satisfaction was also found to be very high ($\bar{x} = 4.2$), indicating that teachers consistently experience positive work-related attitudes.

Among the indicators, working atmosphere ranked highest ($\bar{x} = 4.6$), reflecting a supportive, inclusive, and collegial work environment. This was followed by working hours ($\bar{x} = 4.4$), working activity ($\bar{x} = 4.3$), personnel development ($\bar{x} = 4.2$), and leadership and management ($\bar{x} = 4.2$), all rated very high.

Salary and infrastructure were rated high ($\bar{x} = 4.1$), suggesting general satisfaction, though with room for improvement.

These results imply that teachers are highly satisfied with both the psychosocial and professional aspects of their work. Literature consistently shows that supportive leadership, professional growth opportunities, positive work climate, and

manageable workloads are strong predictors of job satisfaction.

6.3. Relationship Between Organizational Culture and Job Satisfaction

Correlation analysis revealed a significant relationship between organizational culture and job satisfaction ($r = 0.771$, $p < 0.05$). All cultural dimensions showed significant positive correlations with job satisfaction:

- 1) Clan Culture: $r = 0.752$
- 2) Mission Culture: $r = 0.747$
- 3) Adaptive Culture: $r = 0.784$
- 4) Bureaucratic Culture: $r = 0.804$

These findings indicate that improvements in organizational culture are associated with higher levels of job satisfaction among teachers.

6.4. Influence of Organizational Culture on Job Satisfaction

Regression analysis confirmed that organizational culture significantly predicts job satisfaction ($R^2 = 0.731$, $p < 0.05$), explaining 73.1% of the variance in job satisfaction.

Among the predictors, bureaucratic culture ($\beta = 0.303$) exerted the strongest influence, followed by mission culture ($\beta = 0.271$), clan culture ($\beta = 0.179$), and adaptive culture ($\beta = 0.012$). These results indicate that structured systems, clear goals, supportive relationships, and adaptability collectively shape teachers' job satisfaction.

This finding aligns with Social Exchange Theory, which posits that when employees perceive fairness, support, and organizational stability, they reciprocate with positive attitudes such as satisfaction and commitment.

7. Summary, Conclusions, and Recommendations

This chapter presents a brief summary of the study, the conclusions drawn from the findings, and the corresponding recommendations.

Summary

This study examined the relationship between organizational culture and job satisfaction among teachers of Panabo City National High School. Using a descriptive-correlational research design, data were gathered from 170 teachers through validated and pilot-tested instruments. Statistical tools such as weighted mean, Pearson product-moment correlation, and regression analysis were employed at a 0.05 level of significance.

Findings revealed that both organizational culture and job satisfaction were rated very high. A significant relationship was found between organizational culture and job satisfaction,

and all domains of organizational culture significantly influenced job satisfaction. Consequently, the null hypotheses were rejected.

Conclusions

The study concludes that organizational culture is strongly and consistently evident in the institution. Clan and mission cultures were rated very high, while adaptive and bureaucratic cultures were rated high. Job satisfaction was also very high, particularly in working hours, personnel development, working atmosphere, leadership and management, and working activity; salary and infrastructure were rated high.

Organizational culture was found to have a significant influence on job satisfaction. All cultural domains—clan, mission, adaptive, and bureaucratic—significantly predicted job satisfaction, indicating that improvements in organizational culture lead to higher levels of teacher satisfaction.

Recommendations

School Administrators

Administrators should sustain effective leadership practices while strengthening teacher recognition systems, improving internet connectivity, and prioritizing facility maintenance. Clarifying lines of authority is also recommended to enhance efficiency and reduce role ambiguity.

Department Heads

Department heads are encouraged to continue fostering collaboration and support while advocating for structured reward systems, assisting in addressing infrastructure concerns, and reinforcing clear task delegation within departments.

Teachers and Employees

Teachers may use the findings to advocate for better recognition, improved facilities, and clearer organizational structures. Increased awareness of institutional strengths can further enhance collaboration and professional engagement.

Future Researchers

Future studies may explore causal relationships between organizational culture and job satisfaction, replicate the study in other educational contexts, or examine specific factors such as recognition systems and infrastructure quality.

Abbreviations

SET	Social Exchange Theory
IT	Information Technology

Author Contributions

Lawrence Edward Zamora is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The author declares no conflicts of interest.

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