Influence of School Culture on Teachers' Commitment Towards Curriculum Change

Maha Azmat [1*]   **Afshan Naseem** [2]

Corresponding Author: Maha Azmat (✉: S2025095004@umt.edu.pk)

Abstract

Cultural setting of a school and commitment of teachers with an organization plays a crucial role in the enactment of curriculum change initiatives. Successful implementation of the curriculum reforms is strongly linked with the level of teachers' enthusiasm and the support they have. The purpose of this study is to investigate the influence of school culture on teachers' commitment toward curriculum change contemplating the relationship between organizational health and one's own commitment towards the profession. The study is quantitative in nature. The data was collected from 101 teachers of public and private schools of district Lahore. Descriptive and inferential statical techniques were used to analyze the strength and direction of relationships between school culture and commitment of teachers towards an organization. Results of the study revealed that teacher's readiness towards curriculum change increases if they have collegial support and unity thus signifying the strong positive relationship between collaborative school culture and teachers' affective commitment. Reciprocally, continuance commitment of the teachers is likely to increase just because of the non-existence of the collaborative school culture. The findings of the study suggested that successful execution of curriculum reform initiatives cannot be solely enacted through command and control but it requires bottom-up people centric approach. This study will help the school administration and leaders to diagnose and cope up with the downsides interfering their educational setup before introducing any major change in curriculum.

Key Words

School Culture, Teacher Commitment, Curriculum Change, Valentine & Gruenert, Meyer & Allen

Introduction

Technological world and labor force are in state of constant flux due to which, it is the need of time for schools to augment their culture and prepare the students for the dynamic environment (Fullan et al., 2018; Kools et al., 2020). A primary mechanism for achieving these goals is through curriculum reform. However, the gap between the intentions of policy designers and the reality of classroom implementation is a persistent challenge (Fullan, 2016). The development of school is a continuous process that schools must address because of the change in educational setting, evolving generations of students and teachers' professional socialization (Rolff, 2016). Decades of research suggest that merely introducing new instructional materials or mandates is insufficient; success critically depends on the buy-in and sustained effort or commitment of the teaching staff (Honig, 2012). While professional development and clear communication are vital components of change management, one powerful, yet often overlooked, variable influencing this commitment is the existing school culture itself. Veeriah and Siaw (2017) defined commitment in terms of emotional attachment that the employees have with their organization.

---

[1] PhD Scholar, Department of Education, University of Management and Technology, Lahore, Punjab, Pakistan.
Email: S2025095004@umt.edu.pk

[2] Assistant Professor, Department of Education, University of Management and Technology, Lahore, Punjab, Pakistan.
Email: afshan.naseem@umt.edu.pk

Commitment of teachers towards their organization serves as a significant characteristic to enhance and optimize the efficiency of the school. The level of teachers' commitment towards the school will consequently uplift the school to revamp. The development of school is a continuous process that schools must address because of the change in educational setting, evolving generations of students and teachers' professional socialization (Rolff, 2016). The study of Khanifah et al. (2025) proved that when schools foster climates focusing teamwork, ongoing development, and collective responsibility, teachers show high level of commitment towards curriculum implementation.

Existence and practiced school culture in an organization is based on the goals of the organization that it thrives to achieve (Ratnasari et al., 2020). School culture encompasses the deeply held values, beliefs, rituals, and norms that define "the way things are done around here" (Deal & Kennedy, 2007). The concept of school culture incorporates the mutual values, beliefs, conventions, and interactions in which the people deal with one another in schools, has gained a significant influence on the way in which instructors feel about and are committed to reforming the curriculum (Boudouaia et al., 2024; Grgic & Jutzi, 2024). Culture can act as either a powerful catalyst or a significant inhibitor to innovation and change. A collaborative, trusting, and professionally enriching environment may foster a strong affective commitment among teachers, inspiring them to master new pedagogical approaches. Conversely, a fragmented, hierarchical, or risk-averse culture can cultivate resistance, compliance without genuine commitment, or even deliberately ruining attempts to make improvements. Recent evidence-based researches have widely acknowledged that implementation of curriculum reforms is not a traditional, sequential approach to innovation process but is deeply rooted social phenomenon that is shaped by organizational setting in which the instructors work. The readiness of the teachers to adapt curriculum changes depends on the quality of leadership styles, professional relations, work environment and their discernment of being valued contributors to reform initiatives (Austin et al., 2021; McChesney et al., 2023).

Problem Statement
A significant gap exists between the intended outcomes of the curriculum developers and the reality of classroom implementation. High-stakes curriculum reforms frequently fail to achieve their intended outcomes because they clash with established pedagogical approaches and organizational cultures. While the literature acknowledges the general importance of school environment, there is insufficient quantitative data linking specific cultural dimensions to the emotional, professional and organizational bonds of teacher commitment to change. This study addresses this gap by precisely measuring how the prevailing organizational culture within a school setting influences teachers' psychological attachment to adopting new pedagogical requirements.

Purpose of the Study
The purpose of this study is to investigate the strength and direction of the relationship between dimensions of school culture and teacher commitment to curriculum change initiative within a specific educational district.

Research Objectives:
This study aimed to
1. Examine that if there is a statistically significant relationship between school culture and teachers' commitment towards curriculum change.
2. To identify that to what extent does the school culture predicts the commitment of teachers towards curriculum change.

Research Hypotheses
Null hypotheses of the study were:
H_{01}: There is no statistically significant relationship between school culture and commitment of teachers towards curriculum change.

H$_{02:}$ School culture does not significantly predict the teachers' commitment towards curriculum change.

Significance of the Study

The findings of this study are expected to provide actionable insights for educational administrators, principals, and policymakers. By identifying which aspects of school culture facilitate commitment, leaders can focus resources on cultivating environments that naturally support innovation and pedagogical shifts. Better educational outcomes can be achieved by encouraging and providing support to teachers towards achieving professional commitment (Nahid et al, 2023). Ultimately, it benefits students through enhanced learning experiences and offers policymakers and researchers quantitative insights to improve educational standards across the private sector in Lahore. This moves beyond generic "change management" advice to evidence-based strategies for fostering sustainable curriculum implementation.

Rationale of the Study

In Pakistan, repeated curriculum reforms have been introduced to improve the quality of education for the alignment of education with global and national standards. Previous researches indicate that these reforms often not fail due to faulty policy design but due to the lack of teacher commitment and unaccommodating school culture. Teachers play a crucial role in integrating these reforms into classroom practices and their readiness for the implementation of these reforms relies on the prevailing school culture. However, there is a limited research and empirical evidence regarding the influence of school culture on teachers' commitment in the context of developing countries. This study addresses the gap by examining the influence of teachers' commitment towards curriculum change, thereby providing the affirmation for the improvement in schools as well as policy implementation (Ralebese et al., 2025; Tabais et al., 2025).

Review of the Related Literature

School Culture

Every organization has its own cultural identity which is deeply embedded as a chief characteristic, an essential component of the organization (Bedarkar et al., 2016). DuPont (2009) laid emphasis that significance of the school culture is valued and understood by the head teachers and administration

Hinde (2004) stated that school culture is one of the prevalent components of schools. Although it is temporary and difficult to define but to initiate any curriculum reform, true understanding of the school culture is essential. Due to complicated nature of school culture, any change introduced to schools often face reluctance resulting in the unsuccessful implementation of that reform. According to various studies, the cultural framework of a school is the major factor external factor that effects the educational practices and reform (Brezicha et al., 2015; Min, 2019; Seashore Louis & Lee, 2016; Thurlings et al., 2015).In the field of education, the level of teacher commitment and the performance of the institution is being shaped by the culture of the school. The reduced teacher commitment and lowered school performance is due to the prevailing culture of uncertainty, distrust and restricted self-governance with in the workplace setting. Research confirms that a positive school culture that exhibits collaborative leadership, professional development, teacher collaboration, and supportive environments not only boosts up the job satisfaction level among the teachers but also increase their effectiveness (Rahman et al., 2025; Glušac et al., 2015). Positive culture of school is constructed based on the optimistic affinity between the educators; leaders of the school and learners could endure conviction and collaboration for teachers which can initiate implementation of curriculum. The collaboration and coordination among all revelries is the key component on which the efficiency of the curriculum depends upon (Aliyyah et al., 2023). Not only on individual level but also group decision and accomplishment of the organizations are influenced by the culture of the school. Belias and Koustelios (2014) stated that culture of the school guarantees orderliness and decreases job insecurity and

dissatisfaction. Hence, if the school culture is not given valued rightly, it not only disrupts academic achievement as a whole but also disturbs security and creates social challenges for the employees. To foster positive school culture, it is essential to regulate and keep an eye on it. According to Taahyadin and Daud (2018), If the culture of the school is declining, the management of the school should take action and modify it. Likewise, the dimensions of organizational commitment i.e. affective, continuance, and normative are strongly associated with the satisfaction levels of teachers' satisfaction and disposition towards their profession. The culture of the school not solely effects the pedagogical well-being of the learners and the educators but also the way school being an organization counter the change (Gordon & Patterson, 2008).

Organizational commitment

Organizational commitment is defined as "an emotional and partisan attachment to an organization's goals and values, to one's role in relation to those goals and values, and to the organization for its own sake, apart from its purely instrumental worth" (Reyes & Shin, 1995). Organizational commitment is one of the most crucial elements in discerning the employee's conduct, satisfaction level of the job and overall effectiveness of the organization. Commitment with an organization denotes how considerably an employee is psychologically affiliated and dedicated towards their organization, which effects their zeal to remain and function optimally. Dedicated employees having strong commitment with their organization are more prone to portray deep involvement and enthusiasm, accompanying empathetically to attain the goals of the organization. According to current literature, organizational commitment is being categorized in to three components i.e. organizational: affective, continuance, and normative commitment.

Affective Commitment

It is defined by the extent to which an employee is emotionally attached, and have recognition, and acquaintance with their organization. Employees who are more affectionate towards their organization stay with it sincerely because of their emotional affinity and alignment of their personal values and goals with their organization (Meyer & Allen, 1997). Various aspects direct affective commitment of the employees which entails contentment, fulfilled contemplations, and synergy in professional duties, which mutually improve the emotional connection of the employees with their organization (Morrow, 1993).Conversely, employees with emotional distress encounters adverse sentiments leading towards the reduced affective commitment (Nguyen & Le et al., 2020).

Continuance Commitment

Buitendach and DeWitte (2005) stated that continuance commitment is the commitment of employees to remain with the organization considering the personal and financial problems they have to face after leaving the organization. High levels of continuance commitment with the organization among the employees compel them to be the part of the organization because they consider that if they leave the organization the outlays connected with resigning the organization like financial instability, secure employment and struggles to adapt skills to play other roles predominate the advantages of continuing. Aspects such as career paths, compensation, loss of proficiency significantly affect this form of commitment (Meyer & Allen, 1997). Continuance commitment can be spruced up among the employees by offering competitive salary package and benefits, job stability, provision professional growth avenues, as well as promoting collaborative work culture.

Normative Commitment

Nguyen and Le et al. (2020) suggest that normative commitment of the employees can be strengthened by providing them financial gains due to which they are pledged to stay with the organization. Practices based on integrity-based leadership fosters equality and confidence have also been revealed to suggestively effect normative commitment because they create a culture of mutual consideration and liability.

Teachers' Commitment

It incorporates educators' emotional, cognitive, and behavioral connection with their profession, their students, and the educational institution in which they are working. It is widely acknowledged as a key factor influencing teacher effectiveness, retention, and the overall quality of education (Friedman & Kass, 2021). Affective commitment in the teaching profession refers to the emotional connection teachers develop with their work and their school community (Meyer & Allen, 1997). Teachers who exhibit strong affective commitment are driven by intrinsic satisfaction and a genuine desire to support student learning and success (Friedman & Kass, 2021). Continuance commitment, by contrast, relates to teachers' perceptions of the costs associated with leaving the profession, which are shaped by considerations such as job stability, financial benefits, and limited alternative career opportunities (Meyer & Allen, 1997).

School Culture and Teacher's Commitment

School culture incorporates the shared beliefs, values, norms and customs that describe the environment of any educational organization. Among teachers, students and administration, the culture of the school act as a base line for determination, core values and communication (Smith et al., 2023). The culture of the school evolves with the passage of time; instead, it emerges through shared practices and the incorporation of multiple viewpoints. School culture portrays the timeline, approach of the leaders and retaliation to intrinsic and extrinsic challenges (Brown & Miller, 2022). Existence and practiced school culture in an organization is based on the goals of the organization that it thrives to achieve (Ratnasari et al., 2020). Dimmock et al. (2021) stated that the essence of a school is found in its culture, which serves as an essential support that gives purpose and added value to its daily maneuvers. Presence of positive school culture will encourage the teachers to remain committed towards their organization and add more value for the holistic development and enduring success. Malathy and Nataraj (2018) argued that organizational commitment drives the intensity of the employee's contribution in an organization. Malathy & Nataraj (2018) stated that commitment with the organization imitates the reliance on the administrator, task force, senior management, and on the organization. Highly committed employees an organization reassures the employees to strive for fulfilling their duties. Highly committed employees are inclined to accelerate the success of organization by excelling in their key responsibilities and passionately embrace new changes. Employee retention and turnover is more likely to increase due to low levels of organizational commitment among the employees. Lack of organizational commitment makes the employees unwilling to retain the job and thus they tend to leave it or turn over (Malathy & Nataraj, 2018). In schools, avoidance of bureaucratic culture can enhance the teachers' commitment. by reducing emphasis on strict rules and authoritarianism, schools can cultivate a more encouraging and supportive atmosphere (Cimili Gök & Özçetin, 2021). To build stronger professional bonds and commitment, school leaders should promote a culture of teamwork by implementing peer support networks, collaborative lesson design, and professional learning communities (Agyemang & Aboagye, 2025). For the implementation of effective curriculum reforms, it is necessary for the educational leaders, policy makers and the researchers to gain insights of these cultural shifts. The findings of the study by Brezicha et al. (2015) suggested that Leadership support guarantees the understanding of teachers regarding the reforms but also provide them with resources that are needed for the implementation of those reforms. McChesney et al. (2023) stated that school culture influences teachers' classroom implementation of learning from professional development, signifying that professional learning initiatives must be entrenched within wider culture-building efforts stressing teamwork, cooperative learning, and collective problem-solving. Qolamani et al. (2025) laid stress upon the need to transform communication channels and guarantees the dynamic involvement of teachers during the modifications process to promote practical teacher-led adoption. This infers that top-down reform models should be swapped with synergetic models that sincerely integrate teacher proficiency and viewpoints. One of the important aspects for continuous involvement with curriculum implementation demands job satisfaction that tends to decrease teachers'

desire to quit, reinforces work commitment, and boosts intrinsic motivation (Setyobudi et al., 2025). Boudouaia et al. (2024) stated that positive relationship patterns within school culture boost up the confidence of teachers in their capability to implement curriculum reforms which significantly increase their commitment towards implementation efforts. Positive school climate is defined by mutual assistance, acknowledgement of the teachers' individual contributions, and a shared confidence in the team's ability accelerate the commitment of teachers. Smith (2016) found that to increase the level of commitment among teachers, principals should tune into the emotional needs of the teachers regarding their perceptions of administrative support and their levels of professional uncertainty. The results of the study by Kashif et al. (2021) indicated that teachers having positive insights about the culture of the school perform better.

Tsui and Cheng (1999) stated that educators who directs and execute learning activities of tutoring taking place within the schools and organizations in the system are the main determinants of the quality of the education system and teaching profession. Other than that, teachers play a vital role in providing and reassuring the sustainability of good quality of tutoring. Teachers are pressurized to maintain the withstand outstanding achievement, defiance and conduct of the students. Many studies concluded that teaching quality strongly influences the students' performance (Darling-Hammond, 2000). It does not sound astonishing that teachers and their commitment are often subject to audit and sometimes face critiques from government official bodies, parents, and students. Both policymakers and the community uphold demanding standards for teachers, viewing them not just as professionals in their field, but as crucial example and community leaders. Quality education demands undertakings of passionate and highly committed teachers. Mabaling et al. (2025) stated that highly committed teachers are often more dedicated to seek out professional growth opportunities, ultimately sharpening their expertise and instructional strategies. Shared beliefs and norms should be indoctrinated and cultivated by the highly committed teachers as they provide the learners the guideline regarding the ensued application of the gained knowledge and skills in the real world. Khanifah et al. (2025) revealed that school culture had a substantial effect on the quality of education with the major contribution of 89%, stressing that the improvement in educational quality needs a joined approach conjugating constructive leadership, strong teacher commitment, and positive school culture. The study proved that when schools foster climates focusing teamwork, ongoing development, and collective responsibility, teachers show high level of commitment towards curriculum implementation (Khanifah et al., 2025). Numerous favorable circumstances revived from the literature as an important aspect for developing a sense of commitment in teachers for the curriculum change. Deep involvement of educational community members in the process of change embodies a key coordinator. Moreira and Cosgaya (2024) highlighted the importance of active involvement of educational community members to overcome sociocultural barriers and accomplish systemic educational improvements. The study proved that active and meaningful participation of educational stakeholders in curriculum development and implementation reduces cultural resistance resulting in increased levels of commitment (Moreira & Cosgaya, 2024). The study aligns directly with United Nations Sustainable Development Goal 4 (SDG 4): Quality Education, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Specifically, this research supports Target 4.c, which emphasizes the need to substantially increase the supply of qualified teachers and enhance their professional development.

Theoretical Framework

This study is grounded in Social Cognitive Theory. This framework postulates the concept of triadic reciprocal determinism, which theorizes that human functioning is the result of dynamic interaction between the environment, personal factors, and behavior (Bandura,1986). It considers how both environmental and cognitive factors interact to influence human learning and behavior. In educational context, this theory proposes that teachers' performance, inspirations, and cognition are designed by the social and organizational contexts in which they work. Curriculum change demands continuous efforts, changeability and dedication for the profession. Social Cognitive Theory

predominantly assist in anticipating teachers' retaliation to curriculum change. This study is embedded in Social Cognitive Theory proposed by Albert Bandura (1986). This theory has recognized to guide the different aspects that influence pedagogy (Bandura, 1986). This theory has been widely authenticated over various educational context when describing teachers' commitment towards curriculum change. People are held responsible for their accountability   and maneuver life's intricacy and skepticism (Bandura, 1986). The elements including individual performance, personality and environment are the key elements through which people can judge the   most efficient ways of achieving their goals. Overall, these factors contribute towards the development of the individual over time. Oloruntegbe (2011) stated that teachers' commitment towards curriculum change is defined by the inclination of the teachers towards the policies shaped by the curriculum as well as implementation of the program. The behavior of the people is being influenced their belief system during the process of formulating their objectives, road mapping and visualizing. In the triadic model, Social Cognitive Theory describes and dynamic nature of the social behavior and interaction among various factors. This study incorporates Social Cognitive Theory to look how the culture of the school affects the commitment of the teachers. School culture is taken as an environmental factor and is based on the rapport between the teachers and the leaders, in between the teachers and among the educators and the learners. It is quite important for the teachers to manage their interaction with their leaders, colleagues and students (Meyer et al., 2022). The result of the study by Mon and Khine (2023), suggested that the better school culture leads towards the stronger the teachers' commitment to their school.

Guided by Social Cognitive Theory, this study proposes that school culture serves as a critical environmental factor that shapes teachers' cognitive and motivational processes, which in turn influence their affective, continuance, and normative commitment toward curriculum change. Allen's and Meyer Three-Component Model (1991) provide a comprehensive framework for understanding the nature of teacher commitment, while Valentine and Gruenert's framework (1998) operationalizes school culture as a measurable construct within the school context.

Conceptual Framework

This framework consists of two variables. School culture is an independent variable and teacher commitment is a dependent variable.

Figure 1

Framework Representing the Relationship between School Culture and Teachers 'Commitment
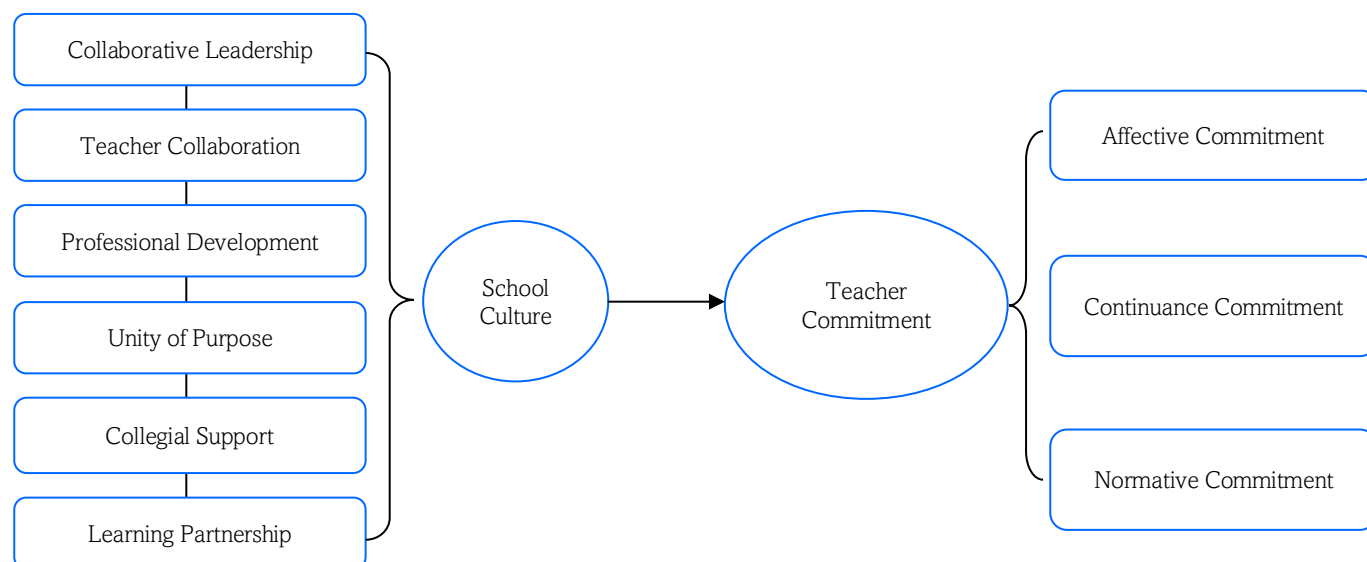
The conceptual framework of the study demonstrates the anticipated relationship between school culture and teachers' commitment towards curriculum change. School culture is treated as the independent variable and represents the shared values, beliefs, norms, and practices that shape the school environment. Teachers' commitment towards curriculum change is considered the dependent variable and is hypothesized as a multivariate construct consisting affective, continuance, and normative commitment, based on Allen and Meyer's model (1991). The framework assumes that a positive school culture characterized by supportive leadership, collaboration, and a shared vision influences teachers' attitudes and behaviors during curriculum reform. The framework provides a theoretical basis for examining the relationship and predictive role of school culture in shaping teachers' commitment.

Methodology
Research Design
This study employed quantitative, descriptive and cross-sectional survey research design to identify the strength and direction of relationship between school culture and teachers' commitment towards curriculum change. This approach is appropriate to use when the researcher aims to test the hypothesis, identify the strength and direction of relationship between independent and dependent variables and generalize the findings of the study on the larger population. This research design was adopted to collect data from a sample of teachers at a single point in time. This design is particularly also well-suited for educational research as it allows for the efficient collection of data to identify the strength and direction of relationships between organizational variables (Creswell & Cresswell 2023; Cohen et al., 2017).

Population and sampling
The population of the study is comprised of public and private school teachers of Lahore, Punjab. Due to practical constraints related to accessibility and time limitations and voluntary participation, convenient sampling technique was employed to collect data. Data was collected from 101 teachers who were readily available and willing to participate were selected for the study from all over district Lahore.

Instrumentation
Two primary, validated survey instruments were used to collect data from the participants of the study. Research instrument was based on 5-point Likert Scale ranging from strongly agree (5) to strongly disagree (1).
1. School Culture Survey (Gruenert & Valentine, 1998) was used to reveal the various dimensions of school culture and understand the prevailing school culture. This instrument consists of 34 items having six subfactors including collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support and learning partnership. The Cronbach's Alpha value of the survey instrument is 0.955 which indicates the exceptionally high internal consistency and reliability of the items in a survey.
2. To measure the teachers' commitment towards the curriculum change, an adapted version of the Herscovitch and Meyer (2002) scale, measuring affective commitment (desire), continuance commitment (cost), and normative commitment (obligation) toward the curriculum change initiative. Total number of items in the questionnaire were 18 each subfactor comprising of six statements. The reverse coding of item # 3-5 of Affective commitment and item# 1 of the normative commitment is done. The Cronbach alpha value of this instrument is 0.737.

Both of the Valentine and Grunert School Culture Scale and the Allen and Meyer Organizational Commitment Scale are widely used instruments with strong evidence showing validity in a range of educational contexts. Construct validity was assumed based on previous studies because the instruments were used unaltered and Cronbach's alpha is used to assess internal consistency reliability.

Data Collection

The data were collected from 101 school teachers by using the questionnaire given to teachers teaching in public and private schools of Lahore, Punjab. The questionnaire consisted of the previously validated scales of school culture and organizational commitment. The survey was conducted online through google forms in duration of one month via google form with in a time duration of one month. Consistent reminders were given to the teachers through emails and WhatsApp. The responses given by the participants were kept private and confidential.

Data Analysis

Data was analyzed using descriptive and inferential statistics. Descriptive statistics indicated the frequency, mean and standard deviation results of teachers' demographics, and intentions regarding the usage of online platforms for financial autonomy. Correlation analysis was done to find the statistically significant relationship between school culture and teachers' commitment towards curriculum change and regression analysis was done to investigate that to what extent does the school culture predicts the teacher commitment towards curriculum change.

Below given is the table 1 which is representing descriptive statistics of demographic characteristics of respondents including gender, highest qualification, teaching experience and type of school.

Table 1

Demographic Characteristics of Participants (n = 101)

	Category	f	%
Gender	Male	84	83.16
	Female	17	16.83
Highest Qualification	Bachelors	39	38.61
	Masters	43	42.57
	M.Phil./PhD	19	18.81
Teaching Experience	0-5 years	28	27.72
	6-10 years	31	30.69
	11-15 years	25	24.75
	15 years+	17	16.83
Type of School	Public	19	18.8
	Private	8	81.2

Table 1 shows the study sample included 101 school teachers with majority of the samples were female (83.2%, n = 84) as compared to males (16.8%, n = 17). The majority of the respondents have Master's degree (61.2%, n = 43) than that of Bachelors (38.6%, n = 39) and M.Phil. (18.8%, n=19). In Teaching Experience, the highest percentage was occupied by teachers having 6-10 years of experience (30.7%, n = 31), then by 0-5 years (27.7%, n = 28), 11-15 years (24.8%, n = 25) and by 15+ years of experience (16.8%, n =17). Majority of the respondents belong to private schools (81.2%, n=82) then public-school teachers (18.8%, n=19)

Table 2

Mean and Standard Deviation Results of School Culture and Teachers' Commitment towards Curriculum Change

Variables	N	M	SD
School culture	101	3.50	0.33
Teachers' commitment	101	3.28	0.53

Table 2 shows the descriptive analysis for school culture and teachers' commitment towards curriculum change. Results indicate moderate to high perception of respondents towards school culture (M = 3.50, SD = .33). The results of teachers' commitment towards curriculum change indicate a moderate level of organizational commitment among teachers (M = 3.28, SD = 0.53). Table 3 and 4 represents the results of the statistical analysis required to address the stated hypothesis of the study.

$H_{01:}$ There is no statistically significant relationship between school culture and commitment of teachers towards curriculum change.

Pearson correlation analysis was conducted to test the hypothesis regarding the significance of relationship between school culture and teachers' commitment towards curriculum change. The results are presented in Table 3.

Table 3

Correlation Matrix between School Culture and Teachers' Commitment Towards Curriculum Change

Variables	School Culture	Teachers' Commitment
School Culture	1	.503**
		.000
	101	101
Teachers' Commitment	.503**	1
	.000	
	101	101

The results showed a moderate positive relationship and statistically significant relationship between school culture and teachers' commitment towards curriculum change, r (99) = .503, p<.01, indicating that higher levels or school culture are associated with higher level of teachers' commitment. These findings revealed that school culture plays a significant role in enhancing teachers' commitment towards curriculum change thus null hypothesis was rejected.

$H_{02:}$ School culture does not significantly predict the teachers' commitment towards curriculum change

Regression analysis was conducted to examine the predictive effect of school culture on teachers' commitment towards curriculum change. The results are presented in Table 4.

Table 4

Regression Analysis Predicting Teachers' Commitment towards Curriculum Change from School Culture

Predictor variable	β	t	p	R	R^2
(Constant)		11.230	.000	.503[a]	.253
School Culture	.503	5.785	.000		

The results of a simple linear regression analysis revealed that school culture significantly predicted teachers' commitment towards curriculum change. (R^2= .253, F (1, 99) = 33.471, p < .001). It was found that school culture was a significant positive predictor of teachers' commitment (β= .503, t = 5.785, p < .001), explaining 25.3% of the variance in the outcome variable therefore the null hypothesis is rejected.

The findings of this study demonstrate that school culture plays a significant role in driving teachers' commitment towards curriculum change. The moderate positive predictor value indicates that as school culture becomes more collaborative and supportive, teachers' commitment increases proportionally. This aligns with Social Cognitive Theory, where the environment (school culture) directly shapes individual behavior (commitment). Consistent with

previous research, healthy relationships between principals and teachers and among colleagues serve as the bedrock for successful curriculum implementation. Schools with high levels of trust and collaborative leadership foster an atmosphere where teachers feel safe to experiment with new pedagogical strategies.

Limitations of the Study

Despite its contributions, this study has several limitations. This is a small-scale study. The sample of 101 teachers from public and private schools is less due to which the results cannot be generalized on a large population. The responses obtained from the teachers have only captured teachers' perceptions at a single point in time due to which cause and effect reasoning became limited regarding the influence of school culture on teachers' commitment towards curriculum change. Additionally, the restricted use of quantitative methods inhibited a deeper understanding of contextual and experiential factors related to curriculum change. For the future researches, it is recommended to conduct the study on a large sample for increasing the generalizability and integrate qualitative research approach to strengthen the reliability and usefulness of the findings.

Discussion

The results of this research offer empirical evidence of the importance of school culture in the commitment of the teachers to the curriculum change. The correlation analysis indicated that the school culture and teacher commitment had a positive and significant correlation with each other, which is consistent with the prior studies that organizational culture is a significant factor in determining the attitude and behavior of teachers towards educational reforms (Boudouaia et al., 2024; O'Donnell, 2018). Boudouaia et al. (2024) also declared that the school culture has a significant influence on the commitment of teachers to the curriculum implementation, where the self-efficacy and the job satisfaction play a crucial role in mediating the relationships. This is the indication that schools with collaborative practices, sharing decisions and supportive leadership have an environment that promotes the psychological and behavioral commitment of teachers to curriculum change initiatives. Wutschka and Lossen (2022) also concluded that school culture dimensions, especially the collegial support and participative decision making were significantly positively correlated with the affective commitment of teachers. These results highlight the significance of developing a positive organizational culture as a general means of successful implementation of curriculum reform. The regression analysis also helped to understand the predictive value of school culture on teacher commitment which shows that certain cultural aspects are important predictors of the readiness of teachers to participate and remain committed in curriculum change processes. These findings are aligned with those of O'Donnell (2018) revealed that school climate variables were the most important predictors of teacher commitment. correspondingly, a study in transformational leadership and curriculum reform has indicated that the support and leadership behavior of the principals have a direct effect on the implementation commitment of the teachers on reforms efforts (Ganon-Shilon & Schechter, 2018; Myae & Than, 2017). According to the regression model used in the present study, the perceptions of teachers regarding their school culture as conducive, collegial, and consistent with the objectives of the reforms indicate higher possibilities of teachers showing increased behavior of commitment towards curriculum change.

Conclusion

By identifying school culture as a significant predictor of teachers' commitment toward curriculum change, the study provides critical empirical evidence on how to stabilize and motivate the workforce responsible for delivering high-quality learning. As UNESCO highlights, teachers are the most influential factor in student outcomes; therefore, fostering a culture that secures their commitment is a fundamental prerequisite for achieving the global education targets of the 2030 Agenda. This study concludes that school culture is not merely a background factor but a significant predictor that dictates the success or failure of curriculum change. The empirical evidence

confirms that when a school's internal environment prioritizes collegial support and professional trust, teachers exhibit a deeper psychological and professional attachment to the change process.

Practical Implications

The practical implications of this finding are critical, since it implies that school leaders are supposed to focus on the creation of a culture of trust, openness, and the common vision in order to increase the commitment of the teachers. Bantilan et al. (2024) stated that organization culture, organizational policies, and practices as a whole have an impact on employee commitment among teachers in public schools. The data suggest that the interventions that focus on the enhancement of the school culture, including professional learning community promotion, participatory leadership, and collective efficacy may be the effective measures that help to increase the commitment of the teachers to curriculum change and, consequently, the outcomes of the implementation.

References

Agyemang, R., & Aboagye, S. K. (2025). Influence of organizational politics and school culture on teachers' work commitment at senior high schools in Bosomtwe District in Ashanti Region of Ghana. *MSI Journal of Arts, Law and Journalism, 1*(2), 1–23.

Aliyyah, R. R., Rasmitadila, Gunadi, G., Sutisnawati, A., & Febriantina, S. (2023). Perceptions of elementary school teachers towards the implementation of the independent curriculum during the COVID-19 pandemic. *Journal of Education and E-Learning Research*, *10*(2), 154–164. https://doi.org/10.20448/jeelr.v10i2.4490

Austin, T., & Roegman, R. (2021). Satisfaction, preparedness, and implementation: Teacher culture and climate inBrezicha magnet school conversions. *Education and Urban Society*, *53*(8), 855–885. https://doi.org/10.1177/0013124521996680

Bandura, A. (1986). Social foundations of thought and action. *Englewood Cliffs, NJ, 1986*(23-28), 2.

Bantilan, J. D., Hifarva, W., S., Jr., Lugatiman, R., & Bauyot, M. M. (2024). Employee commitment as influenced by organizational culture, policies, and practices of public-school teachers in Davao Region, Philippines: A focus on primary and secondary levels. *International Journal of Research and Innovation in Social Science*, *8*(1), 489–502. https://doi.org/10.47772/IJRISS.2024.801036

Bedarkar, M., & Pandita, D. (2014). A study on the drivers of employee engagement impacting employee performance. *Procedia-Social and Behavioral Sciences*, *133*, 106-115. https://doi.org/10.1016/j.sbspro.2014.04.174

Belias, D. & Koustelios, A. (2014). Organizational culture and job satisfaction: A review. *International Review of Management and Marketing, 4*(2),132-149. https://www.econjournals.com/index.php/irmm/article/view/746

Boudouaia, A., Al-Qadri, A. H., Houichi, A., & Diafi, S. (2024). A study on the effect of school culture on teachers' commitment to curriculum implementation: The mediating role of self-efficacy and job satisfaction. *Heliyon*, *10*(8).

Brezicha, K., Bergmark, U., & Mitra, D. L. (2015). One size does not fit all: Differentiating leadership to support teachers in school reform. *Educational administration quarterly*, *51*(1), 96-132. https://doi.org/10.1177/0013161X14521632

Brown, A., & Miller, T. E. (2022). Evolving school cultures: The role of leadership and shared experiences. *Journal of Educational Change*, *20*(3), 345–360.

Buitendach, J. H., & De Witte, H. (2005). Job insecurity, extrinsic and intrinsic job satisfaction and affective organisational commitment of maintenance workers in a parastatal. *South African Journal of Business Management*, *36*(2), 27–38. https://doi.org/10.4102/sajbm.v36i2.625

Cimili Gök, E. B., & Özçetin, S. (2021). The Effect of School Culture on Teachers' Organizational Commitment. *Journal of Educational Leadership and Policy Studies*.

Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education* (8th ed.). Routledge.

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education policy analysis archives*, *8*, 1-1. https://doi.org/10.14507/epaa.v8n1.2000

Deal, T. E., & Kennedy, A. A. (2007). *Corporate cultures: The rites and rituals of corporate life*. Basic Books.

Dimmock, C., Tan, C. Y., Nguyen, D., Tran, T. A., & Dinh, T. T. (2021). Implementing education system reform: Local adaptation in school reform of teaching and learning. *International Journal of Educational Development*, *80*(102302), 102302. https://doi.org/10.1016/j.ijedudev.2020.102302

DuPont, J. P. (2009). *Teacher perceptions of the influence of principal instructional leadership on school culture: A case study of the American Embassy school in New Delhi, India* [Unpublished doctoral dissertation].

Friedman, I. A., & Kass, E. (2021). Teacher commitment and job satisfaction: An integrative approach. Educational Psychology Review, 33(4), 999-1023. https://doi.org/10.1177/21582440251390863

Fullan, M. (2016). *The new meaning of educational change*. Teachers' college press.

Fullan, M., Quinn, J., & McEachen, J. (2018). *Deep learning: Engage the world change the world*. Sage.

Ganon-Shilon, S., & Schechter, C. (2019). School principals' sense-making of their leadership role during reform implementation. *International Journal of Leadership in Education*, *22*(3), 279–300. https://doi.org/10.1080/13603124.2018.1450996

Glušac, D., Tasic, I., Nikolic, M., & Gligorovic, B. (2015). A study of impact of school culture on the teaching and learning process in Serbia based on school evaluation. *Nastava i vaspitanje*, *64*(2), 255-268. https://doi.org/10.5937/nasvas1502255G

Gordon, J., & Patterson, J. A. (2008). "It's what we've always been doing." Exploring tensions between school culture and change. *Journal of Educational Change*, *9*(1), 17-35. https://doi.org/10.1007/s10833-007-9032-z

Grgić, M., & Jutzi, M. (2024). Linking school culture to successful curriculum reform. *Education Sciences*, *14*(6), 558. https://doi.org/10.3390/educsci14060558

Gruenert S., & Valentine J. (1998). *Development of a school culture survey* (Unpublished doctoral dissertation). University of Missouri, Columbia.

Herscovitch, L., & Meyer, J. P. (2002). Commitment to organizational change: Extension of a three-component model. *The Journal of Applied Psychology, 87*(3), 474–487. https://doi.org/10.1037/0021-9010.87.3.474

Hinde, E. R. (2004). School culture and change: An examination of the effects of school culture on the process of change. *Essays in education*, *12*(3), 1-12.

Honig, M. I. (2012). District central office leadership as teaching. *Educational Administration Quarterly*, *48*(4), 733-774. https://doi.org/10.1177/0013161x12443258

Kashif, M. F., Shaheen, F., & Mannan, T. (2021). Effect of School Culture on Job Performance of Secondary School Teachers. *Pakistan Journal of Humanities and Social Sciences Research*, *2*(2), 62-75. https://doi.org/10.37605/pjhssr.v4i2.180

Khanifah, S., Egar, N., & Abdullah, G. (2025). The Influence of School Supervisors' Role, Teachers' Work Commitment, and School Culture on Learning Quality: A Quantitative Study in Elementary Schools of Sluke District Rembang. *Jurnal Iqra': Kajian Ilmu Pendidikan*, *10*(2), 271-286. https://doi.org/10.25217/ji.v10i2.6418

Kools, M., Stoll, L., George, B., Steijn, B., Bekkers, V., & Gouëdard, P. (2020). The school as a learning organisation: The concept and its measurement. *European Journal of Education*, *55*(1), 24-42. https://doi.org/10.1111/ejed.12383

Mabaling, D., Binaloga, J., & Bautista, M. (2025). Teachers' Professional Commitment in Relation to Learners' Academic Performance. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, *2*(6), 691-702. https://doi.org/10.5281/zenodo.15674534

Malathy, M., & Nataraj, P. N. (2018). Organizational commitment and work motivation of secondary level teachers in puducherry region. *International Journal of Academic Research and Development, 3*(1), 1266-1268. https://allreviewjournal.com/assets/archives/2018/vol3issue1/3-1-168-146.pdf

McChesney, K., & Cross, J. (2023). How school culture affects teachers' classroom implementation of learning from professional development. *Learning Environments Research*, *26*(3), 785-801. https://doi.org/10.1007/s10984-023-09454-0

Meyer, A., Richter, D., & Hartung-Beck, V. (2022). The relationship between principal leadership and teacher collaboration: Investigating the mediating effect of teachers' collective efficacy. *Educational Management Administration & Leadership*, *50*(4), 593–612. https://doi.org/10.1177/1741143220945698

Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research and applications.* Thousand Oaks, CA: Sage.

Meyer, John P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, *1*(1), 61–89. https://doi.org/10.1016/1053-4822(91)90011-z

Min, M. (2023). School culture, self-efficacy, outcome expectation, and teacher agency toward reform with curricular autonomy in South Korea: a social cognitive approach. *Asia Pacific Journal of Education*, *43*(4), 951–967. https://doi.org/10.1080/02188791.2019.1626218

Mon, T. M., & Khine, Z. S. (2023). The Relationship Between School Culture and Teachers' organizational Commitment. *J. Myanmar Acad. Arts Sci., XXI*(6), 105-120

Moreira, F. S. M., & Cosgaya, T. P. (2024). The 2017 curriculum change in Ecuador: Representations from the school culture. *Revista de Gestão Social e Ambiental*, *18*(11), e09748. https://doi.org/10.24857/rgsa.v18n11-100

Morrow, P. C. (1993). *The theory and measurement of work commitment.* JAI Press

Myae, A. C., & Than, Z. N. (2017). The effects of principals' transformational leadership on teachers' commitment to change in the curriculum reform. *Journal of the Myanmar Academy of Arts and Science*, *15*(9), 233–246.

Nahid, S., Muzaffar, N., & Abbas, M. (2023). Impact of teachers' motivation on students' performance. *Global Educational Studies Review*, *VIII*(II), 444–453. https://doi.org/10.31703/gesr.2023(viii-ii).40

Nguyen, H. N., Faculty of Economics, Vinh University, Le, Q. H., Tran, Q. B., Tran, T. H. M., Nguyen, T. H. Y., & Nguyen, T. T. Q. (2020). The impact of organizational commitment on employee motivation: A study in Vietnamese enterprises. *Journal of Asian Finance Economics and Business*, *7*(6), 439–447. https://doi.org/10.13106/jafeb.2020.vol7.no6.439

O'Donnell Jr, K. J. (2018). *School Climate and Teacher Commitment in Title I Qualifying School Districts in Pennsylvania.* Indiana University of Pennsylvania.

Oloruntegbe, K. O. (2011). Teachers' involvement, commitment and innovativeness in curriculum development and implementation. *Journal of Emerging Trends in Educational Research and Policy Studies*, *2*(6), 443-449. https://hdl.handle.net/10520/EJC135468

Qolamani, K. I. B., Kaya, E., Ünlü, İ., & Kaşkaya, A. (2025). Teachers' perceptions of the curriculum change : The case of the new social studies curriculum in northern Iraq. *Journal of Curriculum Studies Research*, *7*(2), 91–113. https://doi.org/10.46303/jcsr.2025.13

Rahman, A., et al. (2025). The role of organizational commitment in improving teachers' job satisfaction in public high schools in Indonesia. *International Journal of Advanced and Applied Sciences*, *12*(2), 62–71. https://doi.org/10.21833/ijaas.2025.02.007

Ralebese, M. D., Jita, L., & Badmus, O. T. (2025). Examining primary school principals' instructional leadership practices: A case study on curriculum reform and implementation. *Education Sciences*, *15*(1), 70. https://doi.org/10.3390/educsci15010070

Ratnasari, S. L., Sutrisno, & Cahyono, H. (2020). The role of organizational culture in the effectiveness of school organizations. *Journal of Social Sciences Research & Policy*, *3*(2), 114–128. https://doi.org/10.47467/dawatuna.v2i3.2059

Reyes, P., & Shin, H.-S. (1995). Teacher Commitment and Job Satisfaction: A Causal Analysis. *Journal of School Leadership, 5*(1), 22-39. https://doi.org/10.1177/105268469500500102

Rolff, H.-G. (2016). *Schulentwicklung kompakt: Modelle, Instrumente, Perspektiven* (3rd ed.). Beltz.

Seashore Louis, K., & Lee, M. (2016). Teachers' capacity for organizational learning: The effects of school culture and context. *School effectiveness and school improvement*, *27*(4), 534-556. https://doi.org/10.1080/09243453.2016.1189437

Setyobudi, A., Hariyati, N., & Riyanto, Y. (2025). Menjaga loyalitas guru: Peran budaya sekolah dan religiusitas dalam retensi tenaga pendidik. *Jurnal Ilmu Multidisiplin*, *4*(1), 387–395. https://doi.org/10.38035/jim.v4i1.892

Smith, D., Johnson, R., & Liu, T. (2023). The influence of school culture on organizational effectiveness. *Journal of Educational Administration, 60*(4), 371–387.

Smith, L. W. (2016). *Managing reform efforts in times of uncertainty: Effects of principal support and leadership on teachers' implementation commitment to Common Core reform initiatives* (Doctoral dissertation, University of Arkansas at Little Rock).

Taahyadin, F. & Daud, Y. (2018). School culture and school improvement challenges in kedah. *Journal of Business and Management, 20*(6), 25-30.

Tabais, Y. V., Novianti, I., Emakulata, M., & Radiana, U. (2024). Change Management in the Implementation of the Independent Curriculum in Sekadau District Secondary Schools. *Journal of Education and Teaching Learning (JETL), 6*(3), 251-261. https://doi.org/10.51178/jetl.v6i3.2113

Thurlings, M., Evers, A. T., & Vermeulen, M. (2015). Toward a model of explaining teachers' innovative behavior: A literature review. *Review of educational research*, *85*(3), 430-471. https://doi.org/10.3102/0034654314557949

Tsui, K. T., & Cheng, Y. C. (1999). School organizational health and teacher commitment: A contingency study with multi-level analysis. *Educational Research and Evaluation*, 5(3), 249-268. https://doi.org/10.1076/edre.5.3.249.3883

Veeriah, J., & Siaw, Y. L. (2017). The impact of school culture on teachers' organizational commitment in primary cluster schools in Selangor. *Educational Leader (Pemimpin Pendidikan)*, *5*, 1-18. https://ejournal.um.edu.my/index.php/PEMIMPIN/article/view/20711

Wutschka, K., & Lossen, K. (2022). Promoting Commitment: The Influence of School Culture and Work-Related Emotional Variables on the Affective Commitment of Teachers at German All-Day Schools. *IJREE–International Journal for Research on Extended Education*, *10*(1), 19-40. https://doi.org/10.3224/ijree.v10i1.03