

The role of Organizational Climate on Organizational Commitment through Organizational Culture: A Study from Teachers Perspective - A Case Study of Educational Institutions in Algeria –

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Abstract: *This study aims to identify the impact of organizational climate in achieving organizational commitment through organizational culture from the perspective of teachers working in educational institutions in Algeria. A descriptive-analytical approach supported by a case study method was employed, where data was collected through electronic questionnaires distributed to 164 teachers in Algerian educational institutions, and Smart PLS software was used to analyze the data and test the study hypotheses. The findings revealed that organizational climate plays a crucial role in achieving organizational commitment through organizational culture, and the study demonstrated a significant relationship between these organizational variables in the educational context.*

Keywords: *organizational climate, organizational commitment, organizational culture, educational institutions, Algeria.*

JEL Classification : *M14, M54, M12, I21.*

ملخص : تهدف هذه الدراسة إلى تحديد أثر المناخ التنظيمي في تحقيق الالتزام التنظيمي من خلال الثقافة التنظيمية من وجهة نظر المعلمين العاملين في المؤسسات التعليمية في الجزائر. تم استخدام المنهج الوصفي التحليلي المدعوم بأسلوب دراسة الحالة، حيث جمعت البيانات من خلال استبيانات إلكترونية وزعت على 164 معلما في المؤسسات التعليمية الجزائرية، واستخدم برنامج *Smart PLS* لتحليل البيانات واختبار فرضيات الدراسة. كشفت النتائج أن المناخ التنظيمي يلعب دورا في تحقيق الالتزام التنظيمي من خلال الثقافة التنظيمية، وأظهرت الدراسة وجود علاقة ذات دلالة إحصائية بين هذه المتغيرات التنظيمية في السياق التعليمي.

الكلمات المفتاحية : المناخ التنظيمي، الالتزام التنظيمي، الثقافة التنظيمية، المؤسسات التعليمية، الجزائر.

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1. Introduction

Educational institutions share common characteristics and indicators, particularly regarding teaching staff who collaborate synergistically to achieve institutional objectives. However, the extent to which these traits are manifested varies depending on the prevailing organizational climate, making it a pivotal factor linking the institutional environment to teaching behaviors (GHOULAM, 2022, P. 567). Consequently, academic leadership must strive to cultivate a positive organizational climate that motivates educators, fosters professional engagement, and strengthens their sense of belonging and commitment.

In this context organizational culture emerges as a fundamental force shaping teacher behavior within educational institutions. Educators internalize specific values, customs, and traditions that define the institution's identity and guide professional conduct. The significance of this culture lies in its ability to unify perspectives and direct collective efforts toward shared goals. Given this, organizational commitment has garnered considerable scholarly attention due to its decisive role in determining long-term institutional outcomes. Teachers are regarded as the cornerstone of educational institutions, entrusted with enhancing educational quality and addressing systemic challenges (ADDINE, 2020/2021, PP. 36-37).

Building on these insights, educational institutions continuously seek optimal strategies to nurture positive attitudes and motivation among teachers. This involves fostering a supportive organizational climate that reinforces commitment, positively influences institutional culture, and stimulates creative potential. Organizational climate is defined as a multidimensional construct representing the institution's holistic character and operational environment (AL-AHMARI, 2021, P. 167), It is shaped by professional and social interactions governed by regulatory frameworks, policies, and ethical standards. This climate serves as a critical determinant of institutional success, where mutual trust between educators and administration enhances performance and psychological stability (QAWASMEH, 2022, P. 200).

meanwhile, organizational culture functions as an invisible yet profound influence on institutional dynamics, embodying a complex system of shared beliefs and values that guide behavior (ALEXANDRU, 2015, P. 2) (DIRI, 2011, P. 312). According to Kotter and Heskett, it constitutes the cognitive framework that defines interpersonal interactions (ADEWALE & ADENIJI, 2013, P. 2). In educational settings, this culture acts as the institution's "soul," distinguishing it from others (AL-HADI, 2019, P. 69) through its core components: value systems, collective beliefs, work traditions, and shared expectations that shape relationships and strategies.

As for organizational commitment, it represents an advanced psychological and behavioral construct wherein individual goals align with institutional objectives (ALKHAIR, 2021, P. 116), Salancik theorizes that commitment evolves dynamically as professional responsibilities solidify into deep-seated convictions (KIS, 2013, P. 26), its importance lies in mitigating institutional challenges—such as high turnover rates—

strengthening interpersonal relations, and enhancing efficiency by accelerating task integration and productivity.

The interdependent dynamics between organizational climate, culture, and commitment form a vital mechanism for educational institutions, as empirically demonstrated by eight key studies. This tripartite

relationship functions as an integrated system where supportive climate fosters positive cultural values, which in turn strengthen professional commitment, ultimately enhancing institutional effectiveness.

Cross-cultural comparative research conducted by (Joolideh & Yeshodhara, 2009) involving 721 secondary school teachers in India and Iran revealed significant variations in organizational commitment patterns, emphasizing the contextual nature of these constructs. Similarly, (Sabah, 2013) in a study of 88 teachers in Chlef demonstrated that open organizational climates - characterized by positive evaluations across all dimensions - create optimal conditions for professional development

(Mohamed, 2017) comprehensive research involving 452 participants (228 teachers and 224 employees) in Menoufia Governorate established significant causal relationships between organizational climate and three critical outcomes: job satisfaction, organizational commitment, and job performance. Similarly, (Sadiq, 2018) investigation of 50 faculty members at Koya Technical Institute confirmed the predictive power of climate dimensions on commitment levels.

The cultural dimension was thoroughly examined by (Ahmed, 2018) through a 150-employee study, demonstrating how shared cultural elements directly promote organizational commitment. Recent Algerian-specific research by (Boudouaia, Abdo Hasan, Asma, & Salma, 2024) further enriched this understanding by revealing how school culture influences curriculum implementation commitment through the mediating roles of self-efficacy and job satisfaction.

(Mokadem, Darwina, & Oussama, 2024) comparative analysis of four organizational culture types (clan, adhocracy, market, hierarchy) in Algerian universities provided critical insights into cultural effectiveness, with innovation-driven adhocracy cultures showing superior institutional outcomes. Finally, (Izzati & Dian, 2024) cross-sectional study established robust correlations between organizational culture dimensions and teacher commitment in junior high schools, particularly regarding job satisfaction and retention.

Despite the growing body of literature exploring organizational dynamics in educational institutions, a significant research gap persists in comprehensively understanding the intricate relationships between organizational climate, culture, and commitment. The current study seeks to address this gap by developing an integrative model that examines the mediating role of organizational culture in the relationship

between organizational climate and organizational commitment within the Algerian educational context.

Study problematic

Based on the previous discussion, the problematic of the study lies in the following:

What is the role of organizational climate in Algerian educational institutions in achieving organizational commitment through organizational culture ?

Under this problematic, the following sub-questions are included:

- Is there a statistically significant relationship at a significance level of 0.05 between the organizational climate of Algerian educational institutions and organizational culture ?
- Is there a statistically significant relationship at a significance level of 0.05 between the organizational culture of Algerian educational institutions and the achievement of organizational commitment?
- Is there a statistically significant relationship at a significance level of 0.05 between the organizational climate of Algerian educational institutions and the achievement of organizational commitment?

Study hypotheses

Based on the research problematic and the sub-questions as initial answers, the following central hypothesis was formulated:

- **Primary Hypothesis:** There is no statistically significant relationship at a significance level of 0.05 between the organizational climate of Algerian educational institutions and the achievement of organizational commitment through organizational culture.
- From this significant hypothesis, the following sub-hypotheses emerged:
- **First Sub-hypothesis:** There is no statistically significant relationship at a significance level of 0.05 between the organizational climate of Algerian educational institutions and organizational culture.
- **Second Sub-hypothesis:** There is no statistically significant relationship at a significance level of 0.05 between the organizational culture of Algerian educational institutions and the achievement of organizational commitment.
- **Third Sub-hypothesis:** There is no statistically significant relationship at a significance level of 0.05 between the organizational climate of Algerian educational institutions and the achievement of organizational commitment.

Study importance

The study derives its significance from the variables under investigation, namely organizational climate, organizational culture, and organizational commitment, as crucial administrative concepts that educational institutions highly prioritize. These factors are considered fundamental to excellence. Furthermore, the study holds scientific importance by establishing a theoretical and practical framework that logically connects organizational

climate, culture, and commitment. These aspects have yet to receive sufficient attention from experts, which is why this study aims to assist specialized management in making appropriate decisions based on a scientific foundation that relies on previous studies and research, with this study serving as a cornerstone.

The theoretical significance of this research lies in its integrated conceptual framework examining the interactive relationships between organizational climate, culture, and commitment within educational institutions. This framework addresses a critical knowledge gap in both Arabic and international literature, where these variables have typically been studied in isolation rather than through their interrelated dynamics and collective impact on institutional performance.

The study's methodological significance emerges from its development of standardized measurement tools with robust psychometric properties for assessing organizational climate, culture, and commitment in educational contexts. These instruments provide a methodological reference for researchers and practitioners in educational management.

From a practical perspective, the study offers strategic insights for educational leaders on mechanisms to enhance the organizational environment and strengthen employee commitment. These insights contribute to the development of evidence-based management practices, positively impacting educational outcomes and institutional efficiency.

The institutional significance manifests in the study's contribution to enhancing educational institutions' competitive advantage through deeper understanding of organizational dynamics and their effect on institutional performance. Additionally, it provides a reference framework for developing institutional policies, professional development programs, and strategic planning processes in educational institutions.

Study objectives

This study aims to establish the fundamental organizational climate, culture, and commitment concepts. Additionally, it explores the significance of organizational climate and its role in achieving organizational commitment through organizational culture as a mediating variable. The study also seeks to provide recommendations and proposals based on the findings, primarily directed towards managers.

Study methodology

To achieve the study objectives, we relied on a descriptive-analytical approach supported by a case study method. It is based on the organized description of the facts and characteristics related to the problematic under study and the analysis of the content scientifically and accurately to study the relationship in the study's hypotheses. Besides, data analysis and results extraction will be conducted using the smart PLS.3 software.

The study employs a mixed-method research design that combines the rigor of quantitative analysis with the depth of qualitative case study methods. This integrated approach enables comprehensive examination of organizational variables through validated measurement instruments. The analytical process utilizes SmartPLS 3.0 for evaluating measurement model validity, analyzing structural model relationships, and testing hypothesized relationships between variables. The case study component provides contextual depth and detailed insights into organizational dynamics, while the quantitative analysis ensures methodological precision in hypothesis testing and model validation. This combined approach strengthens the reliability and validity of research findings while maintaining scientific rigor throughout the investigative process.

Procedural Definitions

- Organizational Climate: The set of internal characteristics and conditions that distinguish the educational environment, formed through professional and social interactions, regulated by laws, regulations, and ethical values;
- Organizational Culture: A system of shared values, beliefs, customs, and expectations that guide individual behavior within the educational institution, forming its identity and distinguishing it from others;
- Organizational Commitment: The attitude and behavior that aligns an individual's goals with the educational institution's objectives, with a willingness to exert effort, persist, and demonstrate loyalty;
- Organizational Structure: The formal arrangement of roles, responsibilities, and authority within the organization;
- Leadership: The process of influencing and guiding individuals to achieve organizational goals;
- Incentives: Rewards or benefits used to motivate employee performance;
- Participation in Decision-Making: Employee involvement in organizational decisions that affect their work;
- Communication: The exchange of information within the organization to ensure coordination and understanding;
- Values: Core principles that guide behavior within the organization;
- Beliefs: Shared assumptions about what is true or acceptable in the organization;
- Customs: Established practices and routines followed within the organization;
- Expectations: Assumed standards of behavior and performance within the workplace;
- Continuance Commitment: Staying with the organization due to the perceived cost of leaving;
- Affective Commitment: Emotional attachment and identification with the organization;

- Normative Commitment: A sense of moral obligation to remain with the organization.

Delimitations of the study

- **Opical Delimitations:** The study focuses on examining the relationship between organizational climate, organizational culture, and organizational commitment within educational institutions, with an emphasis on the mediating role of organizational culture;
- **Geographical Delimitations:** The fieldwork was conducted in a selection of educational institutions operating in Algeria, which limits the generalizability of the findings to the Algerian educational context.
- **Temporal Delimitations:** The research was carried out during the 2024–2025 academic year, and findings are therefore relevant to this specific period;
- **Human Delimitations:** The sample included teachers from primary, middle, and secondary levels in Algeria, using a cluster sampling technique to ensure geographic representation. An electronic questionnaire was distributed to 200 teachers, yielding 164 valid responses with a response rate of 82%;
- **Methodological Delimitations:** The research adopted a descriptive-analytical approach supported by a case study method. Data were collected through a structured questionnaire and analyzed using SmartPLS 3 software.

2. Field Study

To answer the research problematic and test the hypotheses empirically, we conducted a field study involving a group of educational institutions operating in Algeria. We used a questionnaire to collect the required data as follows:

2.1. Study population and sample

The study population consisted of teachers at various educational stages in the educational institutions operating in Algeria. By distributing an electronic questionnaire to a cluster sample (a type of probability sampling used for large-sized samples spread over broad geographical areas, where the studied population is divided into clusters or spatially similar groups, and then a representative sample is taken from each cluster with similar characteristics). The minimum sample size was 200 teachers (200 questionnaires were sent, and 164 responses were received), resulting in a response rate of 82%.

2.2- Presentation and Analysis of the Study Tool

To test the relationship between the study variables and construct a validated model, a questionnaire consisting of 45 items divided into three dimensions was designed; a questionnaire was designed consisting of 45 items divided into three dimensions. In the first dimension, we addressed the dimensions of organizational climate, which consisted of five main dimensions with 26 items. These items were divided as follows: the structural

dimension ranged from 01 to 3, the leadership dimension from 4 to 9, the incentives dimension from 10 to 15, the participation in decision-making dimension from 16 to 20, and finally, the communication dimension from 21 to 26. The second dimension focused on organizational culture and comprised seven items, while the third dimension covered organizational commitment with 12 items.

To represent the items of the study model, which combines latent and measured variables, so as to test the divergences, i.e., the extent to which the questions can express and calculate the valid variable; it was found that there are items that do not meet the minimum required threshold of 70%. These include items (VAR 7) and (VAR 25) for the first dimension, as well as (VAR 27) for the organizational culture variable, (VAR 39), (VAR 42), (VAR 43), and (VAR 44) for the third dimension. This allows the mediation relationship structure to take the form illustrated in the following figure.

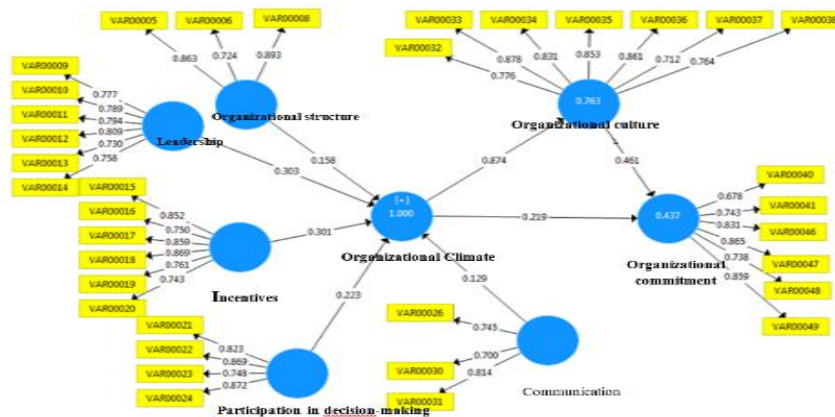


Figure 01: The modified structure of the mediation relationship model of the organizational climate variable between organizational culture and commitment

Source: Prepared by researchers based on the output of smart PLS v.3.

2.3 -Study Model Testing

Evaluating of any model using the PLS-SEM approach requires assessing the measurement model and then the structural model to determine the nature of the relationships between latent variables.

2.3.1 - Measurement Model Evaluation

The evaluation of the measurement model will rely on three criteria: the internal consistency reliability through Cronbach's alpha coefficient and the composite reliability (CR) value. As for the convergent validity test, we will consider the saturation coefficient

mentioned in the previous figure and the Average Extracted Variance (ANE). The following table summarizes these criteria :

Table 01: Measurement model quality standards

Variables		Alfa Cronbach	Composite Reliability CR	Average Extracted Variance ANE
Organizational climate	Organizational Structure	0.775	0.868	0.689
	Leadership	0.868	0.901	0.603
	Incentives	0.892	0.918	0.652
	Participation in making decisions	0.847	0.898	0.688
	Communication	0.633	0.798	0.569
Organizational culture		0.913	0.931	0.660
Organizational commitment		0.878	0.907	0.622

Source: Prepared by researchers based on the output of smart PLS v.3.

From the table 01, it is evident that the composite reliability values have exceeded the threshold of 0.7 for all latent variables, as well as the Cronbach's alpha coefficients achieving values greater than 0.6. This indicates the presence of good reliability in the adopted measurement model, characterized by internal consistency.

Furthermore, the results of the average extracted variances indicate values greater than 0.5, indicating the quality of the measurement model.

As for discriminant validity, it is evaluated based on the Fornell-Larcker criterion, which requires the square root of the average extracted variance for the latent variable to be greater than its correlation with other latent variables. This criterion evaluates the tool's suitability for measuring the phenomenon alone without considering other phenomena. This is illustrated in the table below.

Table 02: Discriminant validity according to the Fornell-Larcker Criterion

	Communication	Organizational commitment	Organizational culture	Incentives	Leadership	Participation in Decision making	Organizational climate	Organizational Structure
Communication	<u>0.775</u>							
Organizational commitment	0.613	<u>0.789</u>						
Organizational culture	0.763	0.653	<u>0.813</u>					
Incentives	0.686	0.510	0.744	<u>0.808</u>				
Leadership	0.709	0.571	0.838	0.812	<u>0.777</u>			
Participation in Decision making	0.757	0.583	0.781	0.776	0.808	<u>0.829</u>		
Organizational climate	0.814	0.622	0.874	0.919	0.938	0.910	<u>0.716</u>	
Organizational Structure	0.598	0.544	0.773	0.694	0.753	0.699	0.828	<u>0.830</u>

Source: Prepared by researchers based on the output of smart PLS v.3.

From the table 02, it becomes apparent that the square root of the average extracted variance, represented by the diagonal values of the matrix, is greater than the correlation between the latent variables. This indicates the presence of differentiation among the latent variables and thus confirms the discriminant validity of the primary latent variables.

2.3.2. Structural Model Evaluation

After confirming the validity of the measurement model, we proceed to evaluate the validity of the structural model that was previously defined. This is done through the use of a set of criteria outlined in the following table:

Table 03: Indicators of Structural Model Conformity

GOF	0.57		
Q² = (1-SSE/BSP)	0.462	0.464	0.229
R² adjusted	1	0.760	0.422
R Square	1	0.763	0.422
Latent variable	Organizational climate	Organizational culture	Organizational commitment

Source: Prepared by researchers based on the output of smart PLS v.3.

From the table 03, it is evident that the coefficient of determination (R-squared) is statistically significant and acceptable. The organizational climate explains a substantial 0.763 of the innovation, which is a significant explanation. Furthermore, the organizational climate, in conjunction with the organizational culture, explains 0.437 of the organizational commitment, which is an average explanation. The same interpretation applies to adjusted coefficient of determination, whose results are close to the coefficient of determination. This indicates the model's good predictive quality. As for the Q-squared value, it is statistically significant and acceptable as it is greater than 0, indicating the latent variables' ability to predict. Lastly, the goodness-of-fit index (GOF), which equals 0.57, exceeds 0.36, demonstrating the quality of the proposed model.

2.4 -Testing the Study Hypotheses

The significance of the paths is confirmed by relying on the bootstrapping technique with 500 subsamples. The results are as follows:

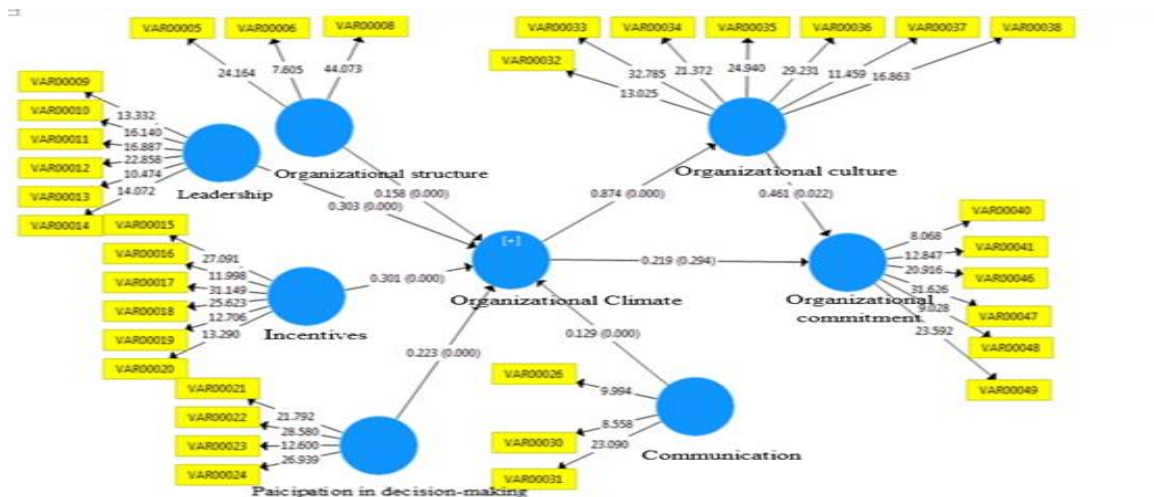



Figure 02: Statistical significance of the structural model paths

Source: Prepared by researchers based on the output of smart PLS v.3.

2.4.1. Testing the first sub-hypothesis

- **H₀₁**: There is no statistically significant relationship, at a significance level of 0.05, between the organizational climate of educational institutions operating in Algeria and the organizational culture.
- **H₁₁**: There is a statistically significant relationship, at a significance level of $\alpha \leq 0.05$, between the organizational climate of educational institutions operating in Algeria and the organizational culture.

Table 04: Testing the first sub-hypothesis of the study

Paths	Beta	Std. Dev	T-value	P-value
Organizational climate  Organizational culture	0.874	0.021	41,161	0.000

Source: Prepared by researchers based on the output of smart PLS v.3.

From the table 04, it is evident that there is a statistically significant relationship between organizational climate and organizational culture in educational institutions operating in Algeria, with a T-statistic value of 0.874 and a significance level of 0.000, which is lower than 0.05. Therefore, we reject the null hypothesis and accept the alternative hypothesis.

2.4.2. Testing the secone sub-hypothesis

- **H₀₂**: There is no statistically significant relationship at a significance level of 0.05 between organizational culture specific to educational institutions operating in Algeria and achieving organizational commitment.
- **H₁₂**: There is a statistically significant relationship at a significance level of 0.05 between organizational culture specific to educational institutions operating in Algeria and achieving organizational commitment.

Table 05: Testing the second sub-hypothesis of the study

Paths	Beta	Std. Dev	T-value	P-value
Organizational culture ↓ Organizational commitment	0.461	0.188	2.450	0.015

Source: Prepared by researchers based on the output of smart PLS v.3.

The table 05 reveals a statistically significant relationship between organizational culture and organizational commitment in the educational institutions operating in Algeria, with a T-statistic value of 0.461 and a significance level of 0.015, less than 0.05. Hence, we reject the null hypothesis and accept the alternative hypothesis.

2.4.3. Testing the third sub-hypothesis:

- **H₀₃:** There is no statistically significant relationship at a significance level of 0.05 between the organizational climate specific to educational institutions operating in Algeria and the achievement of organizational commitment.
- **H₁₃:** There is a statistically significant relationship at a significance level of 0.05 between the organizational climate specific to educational institutions operating in Algeria and the achievement of organizational commitment.

Table 06: Testing the third sub-hypothesis of the study

Paths	Beta	Std. Dev	T-value	P-value
Organizational Climate ↓ Organizational commitment	0.219	0.201	1.094	0.275



Source: Prepared by researchers based on the output of smart PLS v.3.

The table 06 indicates the absence of a significant relationship between organizational climate and organizational commitment in the educational institutions operating in Algeria, with a T-statistic value of 0.219 and a significance level of 0.275, which is less than 0.05. Therefore, we accept the null hypothesis and reject the alternative hypothesis.

2.4.4. Testing the main hypothesis:

- **H₀**: There is no statistically significant relationship at a significance level of 0.05 between the organizational climate specific to educational institutions operating in Algeria and the achievement of organizational commitment through organizational culture.
- **H₁**: There is a statistically significant relationship at a significance level of 0.05 between the organizational climate specific to educational institutions operating in Algeria and the achievement of organizational commitment through organizational culture.

Table 07: Testing the main hypothesis of the study

Paths	Beta	Std. Dev	T-value	P-value
Organizational climate  Organizational culture  organizational commitment	0.403	0.167	2,414	0.016

Source: Prepared by researchers based on the output of smart PLS v.3.

From the table 07, a relationship between organizational climate and organizational commitment mediated by organizational culture in educational institutions in Algeria is evident, with a statistical T-value of 0.403 and a significance level of 0.016, which is less than 0.05. Consequently, we reject the null hypothesis and accept the alternative hypothesis.

2.5. Study Results and Integration with Previous Research

The results of this study confirm the statistical significance of the proposed model, which establishes a relationship between organizational climate (as an independent variable), organizational culture (as a mediating variable), and organizational commitment (as a dependent variable). The findings demonstrate that the dimensions of organizational climate collectively exert a significant influence on organizational commitment through organizational culture, explaining 57% of the variation in the dependent variable. This suggests that the prevailing organizational climate in educational institutions plays a crucial role in fostering organizational commitment by addressing teachers' professional needs, ensuring a supportive work environment, and cultivating a positive organizational

atmosphere. Additionally, the presence of a well-structured and cohesive organizational culture enhances employees' commitment, reinforcing the relationship between organizational climate and commitment.

The study results indicate a strong correlation (87.4%) between the organizational climate and organizational culture in Algerian educational institutions, a finding that aligns with Sabah (2013), who concluded that the prevailing school climate is open and positively evaluated by teachers. This supports the argument that a well-established organizational climate fosters a strong and adaptable organizational culture, ultimately contributing to an environment conducive to effective institutional functioning.

Furthermore, the study confirms a moderate positive correlation (46.1%) between organizational culture and organizational commitment, corroborating the findings of Ahmed (2018), which emphasized the crucial role of organizational culture in enhancing employee commitment. This correlation underscores the importance of a robust cultural framework in reinforcing teachers' attachment to their institutions, aligning with studies that have highlighted the direct impact of cultural dimensions on commitment levels.

However, the study identifies an inverse correlation (21.9%) between organizational climate and organizational commitment, which contradicts the findings of Mohamed (2017) and Sadiq (2018), both of which reported a strong positive relationship between these two variables. Mohamed (2017) demonstrated that an improved organizational climate significantly enhances job satisfaction, commitment, and performance, particularly in rural educational institutions. Similarly, Sadiq (2018) found a significant relationship between organizational climate and organizational commitment in higher education settings. The divergence in findings suggests that additional factors—such as institutional policies, leadership styles, and external socio-political influences—may mediate the relationship between organizational climate and commitment, necessitating further investigation.

Moreover, the findings align with Boudouaia et al. (2024), which emphasized the mediating roles of self-efficacy and job satisfaction in strengthening teachers' commitment to curriculum implementation. This supports the idea that organizational culture serves as a crucial intermediary between organizational climate and commitment, shaping the way teachers perceive and engage with their work environment. Similarly, Mokadem, Darwina, & Oussama (2024) demonstrated that participatory and innovation-driven cultures lead to greater institutional effectiveness, further highlighting the role of cultural dimensions in enhancing educational institutions' overall performance.

Additionally, the study by Izzati & Dian (2024), which examined the relationship between organizational culture and teacher commitment, reinforces the importance of cultural structures in fostering job satisfaction and retention. Their findings resonate with

the current study's assertion that a well-developed organizational culture strengthens the connection between climate and commitment.

These findings contribute to the growing body of literature on organizational behavior in educational institutions by emphasizing the dynamic interactions between climate, culture, and commitment. While previous research has extensively explored these variables in isolation, the current study offers a more integrated perspective, highlighting the mediating role of organizational culture in shaping the impact of climate on commitment. The nuanced understanding provided by this study underscores the need for educational institutions to adopt strategic policies that cultivate a positive climate and a strong organizational culture to enhance teachers' professional engagement and institutional loyalty.

3. Conclusion:

Through a comparative analysis of these studies, it is evident that the relationship between organizational climate, culture, and commitment is complex and multi-dimensional. While the findings of this study align with certain prior research—particularly in emphasizing the mediating role of organizational culture—differences in correlation patterns suggest that contextual factors unique to Algerian educational institutions may influence these dynamics. Future research should explore these contextual variables further, particularly by examining leadership styles, policy frameworks, and external socio-economic conditions, to develop a more comprehensive understanding of how organizational climate and culture shape teacher commitment in different educational settings.

Recommendations:

Based on the findings of this study, a set of recommendations and proposals can be made regarding the study, as follows:

- It is imperative to prioritize the attention given to organizational climate and its dimensions as a significant variable that influences teachers' organizational commitment. This would assist educational institutions in efficiently and effectively achieving their objectives by enhancing the physical work environment to provide psychological and physical comfort for the employees.
- Encouraging teamwork to foster human relationships among teachers and creating a democratic atmosphere that allows them to freely express their opinions and suggestions for the development of educational work.
- Focusing on enhancing the level of organizational culture among teachers by providing elements of organizational belonging and offering motivational incentives that promote their commitment to the schools they work in, thus motivating them to achieve more significant accomplishments.

- Strengthening researchers' efforts to conduct further field studies and research on organizational climate and its relationship with organizational commitment and organizational culture among teachers in educational institutions. This contributes to a better understanding of the various aspects of organizational climate, organizational commitment, and organizational culture, leading to the development a comprehensive strategy from which multiple policies and programs can emerge.
- The Ministry of National Education should prioritize the opinions and suggestions of teachers and hold regular meetings and gatherings with them to discuss educational updates and the nature of work within educational institutions while addressing the demands and needs of teachers. This would enable them to perform their duties more effectively.

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