

Examining the Impact of Organizational Culture on Teachers' Loyalty in Vocational High Schools

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KEYWORDS

Organizational culture, loyalty, teacher, vocational high school, educational institutions.

ABSTRACT:

Introduction: Every educational institution has goals to achieve. One way to achieve the goal is if the teachers have loyalty to the school. There are various factors that influence teacher loyalty, one of which is organizational culture.

Objectives: The purpose of this study is to determine the influence of organizational culture on the loyalty of vocational school teachers.

Methods: Quantitative techniques with a non-experimental design were used to analyze data on questionnaires with a total of 154 vocational high school teachers as subjects. Data analysis used a simple regression analysis test with SPSS software. This research instrument uses a psychological scale developed by the research team based on the theory of organizational culture and loyalty.

Results: The research results show that there is a relationship between organizational culture and teacher loyalty with a correlation coefficient of 0.759 and a significance value of 0.000. This means that if the organizational culture score increases, the loyalty score will also increase.

Conclusions: The results of this study are expected to be able to provide considerations for schools to develop strategies to increase the loyalty of teachers. In addition, it can also pay attention to other factors besides organizational culture that can affect teacher loyalty.

1. Introduction

The role of teachers is becoming increasingly complex in today's education system. In the twenty-first century, the challenges facing the education system have multiplied (Malik, 2018). Students from diverse ethnic, socio-economic, linguistic, academic backgrounds, differing levels of student motivation, recognition of student learning needs and concerns for equity in diverse classrooms have increased the complexity of teachers' work in the classroom (Du Plessis, 2019; Farmer, 2018; Min & Goff, 2016; Rasheed et al., 2020; Santoro & Kennedy, 2015; Tomlinson & Jarvis, 2014).

Teachers' perceptions of workload have been found to contribute to their decision to leave teaching (Masoom, 2021; Räsänen et al., 2020; Van Droogenbroeck et al., 2014). A study of new teachers at an institution found that workload was the most frequently cited reason for leaving or planning to leave the teaching profession (Perryman & Calvert, 2020). Given the phenomena described above, the success of educational institutions is partly determined by teacher loyalty. Noviana & Manafe (2022) explained that loyalty is one of the reasons someone persists in certain conditions even though their

position is less supportive. Loyalty has a dominant emotional character because the quality of loyalty does not always require a rational explanation. According to Ting & Yeh (2014), teacher loyalty can be demonstrated by several attitudes, including the teacher's willingness to continue to serve and maintain relationships with the school, the teacher's psychological attachment and advocacy of attitudes towards the school, and the desire to consistently encourage others to use school facilities or services. Meanwhile, according to Meschke (2021) loyalty is an attitude towards one or more objects of the cognitive and affective components that form the core of the attitude.

Good loyalty coaching can provide benefits, namely; reducing the desire to change jobs, contributing to engagement, and tending to improve performance (Özdemir et al., 2024). In addition, loyalty is also a significant and positive predictor of teacher performance and commitment (Hidayati et al., 2019), organizational citizenship behavior (Okon, UNAAM et al., 2018), and student loyalty (Ganic et al., 2018). In an educational institution, loyalty is shown by the willingness to work together and sacrifice in order to achieve goals (Safitri & Putra, 2021).

The preliminary study was conducted using interview techniques with the principal, vice principal, and several teachers who have worked for more than five years who work in vocational high schools which is under the auspices of one of the foundations.

The results of the interviews showed that the teachers were proud of their work as vocational high school teachers and often shared their experiences in dealing with students with friends outside the school environment. The teachers also voluntarily completed additional tasks from the principal until they were finished even though school hours had ended. In addition, the teachers also continued to serve in the current educational institution even though there was an opportunity to teach at another school because the teachers felt like they were part of this school. Any work entrusted to the teachers will also be tried to be completed seriously until finished.

Meschke (2021) states that there are various factors that affect loyalty including job satisfaction, employee engagement, and organizational culture. (Meschke, 2021) explains that an economic crisis or a shift in organizational culture can reduce loyalty. The results of research conducted by Hien & Tuan (2023) show that organizational culture can affect loyalty. Furthermore, organizational success and loyalty can be enhanced through a positive work culture that fosters a sense of belonging, engagement, trust, and respect, appreciation, and recognition.

The relationship between organizational culture and employee loyalty is increasingly important in many ways, one of which is related to the costs incurred in the employee turnover process, such as recruitment, loss of workforce between individual resignations and finding replacements, decreased productivity during the employee departure period, and decreased productivity when new employees learn their jobs (Mengjiao et al., 2023). Employees who have worked at a company longer understand the company's goals, operational procedures, and expectations better. This results in better performance and less supervision and instruction (Hien & Tuan, 2023).

Based on this, the researcher focuses on organizational culture factors as one of the factors that impact teacher loyalty. Organizational culture according to (Robbins & Judge, 2017) is a system of shared meaning held by members that distinguishes one organization from another. (Ndife, 2020) explain that organizational culture exists at two different levels, namely visible and hidden. Visible cultural values can be seen in the behavior, artifacts, and symbols used by employees. Hidden cultural values relate to the underlying values and assumptions that employees have about how they accept certain behaviors.

Based on the description above, the researcher is interested to understand the relationship between organizational culture that exists in the school environment and how it affects the level of teacher loyalty in Vocational High Schools (SMK). The novelty of this research is that so far research on organizational culture and loyalty has been associated with the company's employee setting and to the

researcher's knowledge there has been no research examining organizational culture and loyalty in private vocational high school teachers. This research is interesting to study considering that teachers have an important role in supporting the achievement of school goals.

2. Literature Review

Loyalty

Loyalty according to Meschke (2021) is an attitude towards one or more objects on the cognitive and affective components that form the core of the attitude. Akman & Özdemir (2019) explains that loyalty is considered a concept that is very relevant to teacher performance and motivation in interpersonal relationships. Interactions with school leaders, colleagues, and students also play an important role in this. In addition, authentic relationships with colleagues and students help teachers view schools as important work environments. Loyalty can also be defined as the possibility of someone continuing their work in an organization with greater or lesser emotional commitment, where the organization enjoys permanent and positive feelings (Mazur-Wierzbicka, 2021).

Loyalty has 3 aspects Meschke (2021), namely; identification, attachment and dedication. Identification here is related to relational relationships. Loyalty does not appear instantly, but develops over time through shared experiences. Although organizations, work groups, or other superiors may have the same characteristics, individuals only show loyalty to reference objects that have a relationship with them. The second aspect is attachment, in this case described as feelings or behaviors seen by an individual. The third aspect is dedication, where this aspect is described as an attitude to show pride and support for the organization and its members.

There are several factors that can influence loyalty, human resource management practices were also found to be one of the factors that influence loyalty (Khuong et al., 2020). These human resource management practices include team spirit, compensation and relationships with managers that indirectly affect loyalty. Meanwhile, employee motivation, career development, and work environment have a direct effect on loyalty. The next factor that can affect loyalty is communication and leadership style (Seth, 2022). In organizations, when communicating with employees are able to consider the content of their messages, how the messages are delivered, and where the messages come from, this has an impact on employee loyalty. Other factors, namely working conditions, including the leadership of the principal, are crucial factors that influence teachers' intentions to stay in the education system (Aria et al., 2019).

Another factor that can influence loyalty is organizational culture. To encourage teacher loyalty, a supportive workplace culture with strong leadership, good communication, and supportive policies is needed (Alkhodary, 2023; Alshuhumi et al., 2024; Bendermacher et al., 2017). Teacher loyalty can be increased by strengthening a positive school culture, which in turn can have a positive impact on teacher performance and the quality of education. A positive culture can encourage teachers to go the extra mile. Teachers who work in an environment with a positive culture are more willing to try to achieve their desired goals. This is because they feel supported and encouraged by the people around them. They will be better prepared to be able to convey their learning more clearly, interestingly and interactively. Therefore, it is important for schools to create a positive culture that fosters loyalty (Winarni, 2024).

Organizational culture

Organizational culture according to Robbins & Judge (2017) is a system of shared meaning held by members that distinguishes one organization from another. According to Kava et al (2018) organizational culture consists of beliefs and expectations held by members of an organization. Organizational culture usually refers to the views, assumptions, and standards shared by members of an organization. The determinants of organizational culture include the organization's structure, leadership, mission, and strategy. Körner et al (2015) explains that organizational culture usually refers to the views, assumptions, and standards shared by members of an organization. The determinants of organizational culture include the organization's structure, leadership, mission, and strategy.

According to Robbins & Judge (2017), organizational culture has seven aspects or dimensions, namely; innovation and risk taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness and stability. Innovation and risk taking include the degree to which a person is encouraged to be innovative and take risks. Attention to detail is the degree to which a person is expected to demonstrate accuracy, analysis, and attention to detail. Outcome orientation includes the degree to which management focuses on results or output rather than on the techniques and processes used to achieve them. People orientation is the degree to which management decisions consider the impact of results on people in the organization. Team orientation refers to the degree to which work activities are organized around teams rather than individuals. Aggressiveness here is defined as the degree to which people in the organization have a competitive attitude rather than a relaxed attitude. Stability includes the degree to which organizational activities emphasize maintaining the status quo as opposed to growth.

3. Methods

Research Design

This study uses quantitative research techniques. According to Watson (2015), quantitative research includes various methods to study social phenomena systematically using statistical or numerical data. Therefore, quantitative research involves measurement and assumes that the phenomenon being studied can be measured. The purpose of quantitative research is to collect data using measurements, analyze the data to identify trends and relationships and validate the measurements obtained.

Participant

The population in this study were teachers who worked in in two vocational high schools under the auspices of one of the foundations in Surabaya City. The sample in this study amounted to 184 teachers with details of 30 teachers for the trial provisions and 154 teachers for the research test.

Measures

This research instrument uses a psychological scale developed by the research team based on theory organizational culture variables and loyalty variables.

Demographic Form

Demographic forms were used to collect background information on the subjects. The results showed that most of the subjects of this study were female teachers, namely 92 people (59.73%) out of a total of 154 people. Based on marital status, it can be seen that most of the subjects of this study were married teachers, namely 105 people (68.2%).

Data Analysis

The data analysis technique in this study used simple regression analysis with the SPSS 25 program. Before the simple linear regression analysis was carried out, it was first necessary to check whether the classical assumptions were fulfilled, namely normality, heteroscedasticity, and linearity. The normality test was carried out using the Kolmogorov-Smirnov test, the heteroscedasticity test was carried out using the Glejser test, namely regressing between the independent variables of organizational culture against the absolute value of the residual of the regression model, and the linearity test can be observed through the Test for Linearity.

4. Results

Validity and Reliability Test

Validity testing is conducted to determine the extent to which the items in the questionnaire measure the variables studied. Validity testing is conducted by correlating item scores with the total score of the variable. If the corrected item total correlation value for each item is greater than 0.3, then the item is declared valid (Azwar, 2015). The results of the validity test of each item of the organizational culture variable (X1) using pre-survey data from 30 respondents and having passed testing showed a corrected item-total correlation value in the range of 0.408-0.891, where out of 42 items the number of items that were fall was 10 items so that 32 items remained that had a corrected item total correlation value above 0.3 which indicated that the items were valid in measuring organizational culture variables. The results of the validity test on the loyalty variable (Y1) using pre-survey data from 30 respondents and having passed stage 1 testing showed a corrected item-total correlation value in the range of 0.502-0.880, where out of 18 items, the number of items that were fall was 3 items, leaving 15 items that had a corrected item total correlation value above 0.3, indicating that these items were valid in measuring the loyalty variable.

Reliability indicates the extent to which the measuring instrument can be relied upon. To measure reliability, the Cronbach alpha value is used. If the Cronbach alpha value is greater than 0.6, then the items measuring the research variables can be said to be reliable (Azwar, 2015). The Cronbach Alpha generated on the organizational culture variable is greater than 0.6, which is 0.958 so that the item reliability requirements can be met. The Cronbach Alpha generated on the organizational loyalty variable is also greater than 0.6, which is 0.923 so that the item reliability requirements can be met.

Descriptive Statistics

The following presents a description of the research variables which include the minimum, maximum, average (mean) and standard deviation values of the total score values for each variable:

Table 1 Descriptive Statistics

Variable	N	Mini mum	Maxi mum	Averag e	Std. Deviasi on
Organizational Culture	154	86	151	120,80	13,386
Loyalty	154	40	75	57,43	6,788

Based on table 1, it can be seen that overall the average respondent's assessment of organizational culture is 120.80, and loyalty is 57.43. The standard deviation of the organizational culture variable is

13.386, which shows that each observation data has a bias of 13.386 towards the average organizational culture. With the same interpretation, the standard deviation of the loyalty variable shows that each observation data has a bias of 6.788 towards the average loyalty.

Normality Test

The normality test aims to ensure that the residuals of the regression model are spread following a normal distribution. The normality test procedure is carried out using the Kolmogorov-Smirnov test. If the p-value of the Kolmogorov-Smirnov test is > 0.05 ($\alpha = 5\%$), then the residuals of the regression model are normally distributed. Based on the normality test carried out by researchers through the Kolmogorov-Smirnov test on the organizational culture variable on the loyalty variable, the following the resulting p-value is 0.076, where this value is greater than 0.05 ($\alpha=5\%$) so it can be concluded that the normality assumption has been met.

Heteroscedasticity Test

Heteroscedasticity indicates the existence of inequality of variance from the residual of one observation to another. A good regression model does not show any symptoms of heteroscedasticity. Detection of the presence or absence of heteroscedasticity is carried out using the Glejser test, namely regressing the independent variable Organizational Culture against the absolute value of the residual of the regression model. If the Glejser test produces a p-value greater than 0.05 ($\alpha = 5\%$), then it is concluded that there is no heteroscedasticity in the regression model. Result show on the p-value produced on the organizational culture variable is 0.069, where the value is greater than 0.05. This result shows that there is no heteroscedasticity in the regression model or in other words the assumption of non-heteroscedasticity has been met.

Linearity Test

The linearity test aims to determine whether the independent variable has a linear relationship with the dependent variable. Through the Test for Linearity, if the resulting p-value is below 0.05 ($\alpha = 5\%$), then it can be said that the independent variable has a linear relationship with the dependent variable. Based on result it can be seen that the p-value through the Test for Linearity is 0.000 or below 0.05. Based on these results, it can be concluded that organizational culture has a linear relationship with loyalty.

Simple Regression Analysis

In this study, simple regression analysis was used to determine the effect of Organizational Culture on the Loyalty of SMK teachers who were the subjects of the study. Based on the regression analysis with the SPSS 25 program, the following results were obtained:

Table 2. Result of Regression Analysis

Model	Unstandardized Coefficients		t	P-value
	B	Std. Error		
Constant	10,957	3,257	3,365	0,001
Organizational Culture	0,385	0,027	14,357	0,000

Table 2 shows the regression coefficient of the organizational culture variable with a positive value of 0.385. This shows that there is a unidirectional relationship between organizational culture and loyalty, where if organizational culture increases by one unit, teacher loyalty will increase by 38.5%. The resulting t-statistic value is 14.357 and the p-value is 0.000 (less than 0.05). These results indicate that organizational culture has a significant effect on loyalty, so the research hypothesis can be accepted.

The F test in regression analysis shows the feasibility of the regression model. If the p-value of the F test produced is below 0.05, then the model is said to be fit or suitable for use.

The results of the F test where the resulting p-value is 0.000 (less than 0.05) which means that the model fits the data.

Table 3. Correlation and Determination Coefficients

R	R Square
0,759	0,576

Table 3 shows that the correlation coefficient value is 0.759. This shows that organizational culture has a strong relationship with loyalty. Meanwhile, the R Square value produced is 0.576 which shows that organizational culture contributes 57.6% to teacher loyalty, while the remaining 42.4% is contributed by other variables that are not studied.

5. Discussion

This study aims to determine the influence of organizational culture on teacher loyalty. Based on the test results, a sig value of 0.000 ($p < 0.05$) was obtained. Therefore, the hypothesis is accepted that there is a influence of organizational culture on teacher loyalty. In addition, the coefficient of determination R Square shows a figure of 0.576 which indicates that organizational culture contributes 57.6% to teacher loyalty, while the remaining 42.4% is contributed by other variables not studied.

These results the importance of developing a supportive organizational culture in the learning environment to increase teacher loyalty. Schools can create environments that motivate teachers to engage in open communication, offer opportunities for professional development, and foster a sense of community. Teachers who are encouraged and valued tend to stay longer, build trust, and provide reliable and good instruction (Arthur & Bradley, 2023).

Factors that influence teacher loyalty in the context of organizational culture can include strong leadership (Xanthopoulou & Karampelas, 2020), opportunities for professional growth (Choudhary et al., 2024), compensation (Suhartati et al., 2022), and co-worker social-emotional and professional support (Jean & Mathurin, 2019). Schools can foster a culture of loyalty and dedication among their staff by addressing these aspects and making teacher well-being a high priority.

There needs to be a role for leaders in building and maintaining an effective organizational culture, in this case the leader in question is the principal. Some things that leaders need to pay attention to in order to build a good organizational culture include; leaders need to know the past and present history of the group they lead. The history of the group will provide insight into the traditions and dynamics that must be maintained and those that need to be changed. In addition, leaders need to know the behaviors that are valued and not valued in their group so that leaders can determine the desired behavior and the behavior they actually motivate in their group. Furthermore, what a leader needs to pay attention to is understanding the impact that certain people can have on culture so that leaders must

be careful in choosing the right people who are in accordance with the desired culture and to improve the group's culture (Warrick, 2017).

Related research that supports the results of this study is a study conducted by Khoa et al (2024) where organizational culture is one of the factors that can influence employee loyalty working at a university in Vietnam. The results of the study also show that in addition to organizational culture, job satisfaction is one of the biggest factors that can influence employee loyalty. Further research on organizational culture and loyalty was also conducted by Razali et al (2018) using 270 hotel employees in Malaysia as subjects. The results of the study indicate that three dimensions of organizational culture (bureaucratic culture, innovative culture and supportive culture) have a significant influence on employee loyalty. This study also shows that having a healthy organizational culture and employee loyalty is very important for hotel companies. Therefore, overall hotel management must prioritize systematic organizational practices with clear authority and responsibility, transparency, team collaboration, and focus more on employees than selfish management. So, if employees are happy and adapt to the work environment, they are likely to stay in the company longer. Further research measuring the influence of organizational culture on loyalty was conducted by (Kahpi et al., 2020). The results of the study show that organizational culture has a positive and significant effect on employee loyalty. This study also concluded that the lack of employee understanding of organizational culture will only make them unmotivated to work. However, the better the corporate culture that is attached to each employee and influences their attitude towards their activities in the workplace, the more work motivation there is, and the higher employee loyalty.

6. Conclusion

Studies on teacher loyalty have shown that organizational culture is critical to shaping teacher loyalty to their schools. To gain a better understanding of how organizational culture influences teacher loyalty, future research should continue to explore this topic in a broader context and with larger sample sizes as principals can implement approaches that promote a positive work environment and support teacher retention. Overall, improving teacher loyalty is critical to building a strong education system.

Further research can explore other factors that can increase work loyalty, increase the number of research subjects and use different organizational backgrounds. For institutions, it is recommended that school principals can create an attractive work culture so that it can further increase long-term teacher loyalty. Ultimately, understanding how organizational culture and teacher loyalty correlate is essential to building a strong and sustainable education system.

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Conflict of Interest

The authors declare no conflict of interest.

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