



THE MEDIATING EFFECT OF ORGANIZATIONAL COMMITMENT ON THE RELATIONSHIP BETWEEN WORKPLACE CLIMATE AND WELL-BEING OF TEACHERS

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Abstract:

The primary aim of the study is to find out the significance of the mediating effect of organizational commitment on the relationship between workplace climate and well-being. Utilizing correlational technique along with a quantitative non-experimental and mediation research design, data were obtained from 305 public elementary teachers working in Baganga North and South, Davao Oriental. The researcher selected the respondents using the universal sampling technique. The statistical tools employed include mean, Pearson r, and path analysis. From the results of the study, it was found that workplace climate, well-being, and organizational commitment are at very high levels. Moreover, there are significant relationships between workplace climate and well-being, workplace climate and organizational commitment, and organizational commitment and well-being. Furthermore, organizational commitment partially mediates the relationship between workplace climate and well-being. This study contributes to the existing literature on workplace climate, well-being, and organizational commitment.

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1. Introduction

Poor well-being among teachers is not just the mere absence of illness at work. The study of Benevene *et al.* (2020), it includes unhealthy and unsuccessful functioning of teachers at work. Poor well-being of teachers results in their inability to develop a dynamic equilibrium between teachers' resources and their challenges and demands. Relatedly, the study of Hascher and Waber (2021) pointed out that teachers with low well-being experience high levels of stress and do not perform to the best of their capacity. Teachers who have a low level of well-being are burned out in their work, which consequently affects the school negatively. Moreover, the recent study by Henderson (2025) found out that very poor well-being results in a high rate of teacher attrition and poor teacher subject expertise. Other problems include a lack of teaching personnel, extreme teacher-to-student ratios, and teachers who are insufficiently qualified to teach.

Relative to this, teachers' well-being is very important. Dreer (2022) in his study found out that teachers' well-being is important for the optimal functioning of schools and educational systems. Likewise, teachers with high levels of well-being are likely to report higher levels of self-efficacy and job satisfaction. Also, a previous study by Viac and Fraser (2020) highlighted that teachers who have high levels of well-being have an easier time interacting with the students effectively. Thus, it is significant that there is substantial attention to the well-being of the teachers who are responsible for primary care and instruction.

In a similar study by Shaheen *et al.* (2022), there is a positive link between workplace climate and well-being. The study concluded that different climate types have varying types of connection to well-being at work. Moreover, the research by Aryanti *et al.* (2020) found out that workplace climate is positively linked with well-being. With a positive workplace climate, individuals in the organization will also feel positive feelings, which can improve well-being.

In addition, a recent study by Okwuse *et al.* (2023) determined that there is a positive connection between workplace climate and organizational commitment. It is important for schools to enhance the process of creating a good working atmosphere for teachers to achieve excellent service offering. Relatedly, Madhura (2023) ascertained that workplace climate positively influences organizational commitment. Every firm that encourages job satisfaction and motivation has made creating a positive workplace climate the primary goal since it is essential to improve organizational commitment.

In a related study by Chambel and Carvalho (2022), organizational commitment positively predicts well-being. Organizational commitment gives teachers more resilience, providing them with protection against resource loss and promoting resource growth. Further, Kolakowski *et al.* (2020) concluded that organizational commitment increases well-being levels. High levels of well-being positively impact organizational commitment.

The researcher has not found similar studies on the mediating effect of organizational commitment on the relationship between the workplace climate and the

well-being of teachers in the local setting. It is in this context that the researcher is interested in determining whether organizational commitment has a mediating effect on the relationship between the workplace climate and well-being of teachers in Baganga North and South Districts. In a previous study by Awu (2022) it was suggested that future studies need to consider the importance of workplace climate as it affects the success of the school as well as improves the commitment of teachers. Also, Shaheen *et al.* (2022) recommended that comparable studies might be carried out with larger samples obtained from various schools. Further, this study can raise concern to the intended beneficiaries of this study and may generate intervention plans to enhance organizational commitment, workplace climate and well-being of teachers, thus, the need to conduct this study.

2. Literature Review

There are reviews of related literature which are discussed in support of the study. On workplace climate, the research of Li *et al.* (2020) identified that control includes the teacher's ability to influence what happens in his or her work environment. Control has a wide range of benefits, including control over work tasks, control over the work pace, control over the social environment, and freedom from supervision. In a similar vein, Guterres *et al.* (2025) identified that teachers should build lasting relationships with students and sustain effective control over the learning process. The teacher is important in motivating students and facilitating an interactive environment.

Similarly, in the research by Mahmood *et al.* (2022), relationships include unique interpersonal relationships with important implications for the individuals in those relationships and the organizations in which the relationships develop. Relationships directly affect a worker's ability to succeed. Also, Goktas and Kaya (2023) found out that teachers who have strong social bonds establish positive relationships with themselves and their environment. Positive teacher-student relationships result in high intimacy, low conflict and dependency.

On well-being, Walden (2021) found out that workload well-being is the activities that teachers are obliged to do as part of their role as teachers, which include designing assignments, participating in meetings, and functioning after hours. Relatedly, the research of Shanmugam and Hidayat (2022) concluded that providing balanced workloads for teachers is important. Effectiveness in instruction and the learning and performance of learners may suffer from the job demands that are attempting to augment effectiveness in teaching and student learning outcomes.

Additionally, the study by Sandilos *et al.* (2022) assessed that student interaction well-being includes facilitating a warm, supportive classroom in which the teacher is sensitive to student needs. High-quality student interaction well-being results in consistent exchanges between teachers and students that support students' learning and development. Further, Collie (2023) also found out that student interactions can be demanding for teachers, which affects the well-being of teachers. The relationship

between the well-being of teachers and teacher-learner connections highlights the significance that teachers put on their interactions with learners.

On organizational commitment, the study by Sultana *et al.* (2021) ascertained that organizational commitment is often considered a force that binds people to a path of action necessary to one or more objectives. Individuals, such as family or friends, and institutions, such as sports, community groups, or businesses, can work toward such goals. Lastly, organizational commitment includes the emotional attachment of the teachers to the school and a conviction in its values. This commitment is based on the emotional connections the teachers cultivate with the organization principally through helpful experiences (Krajcsák, 2022; Srivastava & Mohaley, 2022).

This study was anchored on the Complexity Theory by Lewin *et al.* (1996), which links workplace climate and employees' behavior (including well-being). According to the theory, employees behave in a manner as they perceived their organizational environment. While, the environment of the organization is the practices, policies, and procedures set by the organization. If employees perceive their organizational climate as positive, it will increase their well-being.

This study is supported by the Self-Determination Theory by Deci and Ryan (1985) which posits that an open awareness may be especially valuable in facilitating the choice of behaviors that are consistent with one's needs, values, and interests. In contrast, automatic or controlled processing often precludes considerations of options that would be more congruent with needs and values. With that being said, mindfulness may facilitate well-being through self-regulated activity and fulfillment of the basic psychological needs for autonomy, which may be in the form of a self-endorsed or freely chosen activity, competence, and relatedness. That is, awareness facilitates attention to prompts arising from basic needs, making one more likely to regulate behavior in a way that fulfills such needs.

This study is also supported by the Affective Event Theory by Weiss and Cropanzano (1996), wherein there is a relationship between the employee's internal influences and their reactions to incidents that happen during their workday, which affect their performance, organizational commitment and job satisfaction. The theory highlights how workplace climate emotionally affects workers and does not take into account any outside influences. Stable workplace climate features, such as job and role characteristics, act by predisposing the more or less frequent occurrence of a particular type of real-time events in the workplace.

Further, this study is supported by the Conservation of Resources Theory by Hobfoll (1989), which emphasizes that attitude (including organizational commitment) predicts well-being. The commitment-well-being pathway may be theoretically explained by the assumption that resources should reverse a situation of strain characterized by resource loss, while organizational commitment may equip employees with the resources that enable them to cope with a loss of resources and prevent the development of strain, thus ensuring their well-being.

3. Material and Methods

The locale of the study was in the 2 districts of Baganga-North and South, all under the division of Davao Oriental. In light of this, the researcher thought this was the right place for the study because it has an appropriate sample size, which guaranteed accurate findings, and because the researcher had not seen any other study that uses the variables of organizational commitment, workplace climate and well-being in the local context. The total population of elementary teachers in Baganga North and South is 485, which was also used as the sample for this study using the universal sampling technique. Universal sampling technique is a design where you choose to examine the entire population that has a particular set of characteristics, such as specific experiences, knowledge, skills and exposure to an event (Laerd, 2012). From the total population of 485, pilot testing was conducted on 30 respondents after which the remaining number were given the survey questionnaires during the conduct of the full-blown survey. Only 305 were actually retrieved despite the hard work and efforts of the researcher in making follow-up and reminders to the respondents. Some respondents were out of their areas attending seminars, school-related activities like jamboree, students' competitions and on personal leave of absence. Others were quite busy with their reports and preparation of examinations and grades.

Additionally, the researcher took into account the inclusion and exclusion criteria while choosing the study's respondents. Specifically, included in this study are regular public elementary school teachers employed for the academic year 2025–2026 in Baganga North and South districts, Davao Oriental and whose plantilla numbers are registered with the Department of Education, since they were the ones who offered valuable information during the conduct of the study. Teachers, even if assigned in the identified 2 districts of Baganga, but do not teach in the elementary department, were excluded since they work in distinct environments and are not under the same supervision. Additionally, teachers who work in private schools or in the junior and senior high departments, including those who have management or supervisory positions, were included in the study. Furthermore, there were no costs for the respondents' participation in the study. If participants decide to back out during the study, the researcher will consider those who decide to withdraw when the surveys are distributed.

This study utilized 3 sets of modified questionnaires that covered the following: workplace climate as the independent variable, well-being of teachers as the dependent variable and the mediating variable, organizational commitment, which have been adapted from various authors. Since the questions have been modified, the authors have already tested and validated the content of the modified standardized questionnaire.

Moreover, the modified workplace climate questionnaire was taken from the study by Mahmood (2009) titled "Development and testing of the workplace climate questionnaire". It contained the following indicators: demands, control, support, role, relationships, and rewards. The questionnaire for well-being of teachers is taken from the study "Teacher well-being: Building Better Schools with Evidence-Based Policy", and the

indicators are workload well-being, organizational well-being, and student interaction well-being (Collie, 2014). The questionnaire for the mediating variable, organizational commitment, is adapted from Jaros (2007).

The instrument was evaluated using a 5-point Likert scale with the following range of means and their descriptions: 4.20 to 5.00, or Very High, which indicates that the construct measures are always manifested; 3.40 to 4.19, or High, which indicates that the construct measures are often manifested; 2.60 to 3.39, or Moderate, which indicates that the construct measures are occasionally manifested; 1.80 to 2.59, or Low, which indicates that the construct measures are seldom manifested; and 1.00 to 1.79, or Very Low, which indicates that the construct measures are not manifested at all.

Since the survey instruments were adapted, four university experts and one external validator content-validated the survey instrument. The validation results indicated an average of 4.6 with a descriptive rating of very good. The Cronbach alpha coefficient was used to determine the scales' reliability after pilot testing. The findings showed that the scores for organizational commitment, workplace climate and well-being of teachers are 0.895, 0.914 and 0.896, respectively. The time frame for the study is January-December 2025.

A quantitative non-experimental research design, along with the correlational technique were used in this study (De Vaus, 2001). This type of design offers summary data, particularly measures of central tendency like the mean, standard deviation, and correlation between variables, or it uses techniques to analyze correlations between multiple variables using tests like regression analysis and Pearson *r*. Although independent and dependent variables are typically used in correlational studies, the impact of the independent variable on the dependent variable is considered without the independent variable being changed (Patidar, 2013). As the goal of this study is to find out the significant link between the well-being of teachers, the dependent variable, and workplace climate, the independent variable, this research methodology was suitable.

Mediated interactions occur when one element considers the interaction between two others. Mediating relationships arise when a third variable significantly influences how the other two variables relate to one another (MacKinnon, 2008). The mediation method ascertained whether the link between workplace climate and the well-being of teachers was significantly impacted by the addition of the mediator variable, organizational commitment.

The researcher adhered to the protocol that was established for the purpose of gathering data. A letter from the Dean of Professional Schools was sent to the Superintendent of the Schools Division in the Division of Davao Oriental, requesting authorization to conduct the study. The approved letter was given to the heads of the schools that were selected, and then the researcher gave them a courtesy call to discuss the strategy for conducting a face-to-face data collection method. Additionally, in order to guarantee adherence to certain ethical guidelines in research, the researcher secured a Certificate of Approval from UMER (UMERC # 2025-100) prior to the actual data collection. Following verification and an assessment of the completeness of the responses,

the researcher encoded all of the questionnaires that were retrieved into the Excel template. Further, the data were analyzed and interpreted in accordance with the study's objectives. Guided by the study's findings, conclusions and recommendations were formulated.

This study made use of these statistical methods. Mean, which assessed organizational commitment, workplace climate and well-being of teachers. Moreover, the important correlations between organizational commitment, workplace climate and well-being of teachers were ascertained using Pearson Product-Moment Correlation (Pearson r). Regarding the objective of mediation, Path analysis was used to ascertain the importance of the mediation of organizational commitment in the association between workplace climate and the well-being of teachers. Path analysis is a type of multiple regression statistical method used to assess causal models by analyzing the connections between a dependent variable and multiple independent variables. It applies multiple regression with standardized variables, using the β coefficient to test the significance of path coefficients (Chaitanya & Tevari, 2024).

This study covered the ethical considerations prior to data collection. To protect their privacy, the researcher prioritised the voluntary, anonymous involvement of public elementary teachers. In accordance with the Data Privacy Act of 2012, as a researcher, all information collected was kept private and used exclusively for the study. All public elementary teachers who participated in the study as respondents provided informed consent. There were no high-risk scenarios in the study that could negatively impact the respondents' experiences. The study used Plagiarism Detector, Grammarly, and/or Turnitin software to reduce the amount of plagiarism that occurs during the study. Since the researcher is unrelated to the study participants, there was no conflict of interest in this research. There was no dishonesty in this study. The targeted schools where the respondents teach or work granted the researcher the appropriate permission. Data collection took place in face-to face mode of data gathering. This paper may only be published or presented by the researcher or the adviser with the researcher's permission. The adviser becomes a co-author of the study for the purposes of its publication.

4. Results and Discussion

Table 1: Level of Workplace Climate

Items	SD	Mean	D.E.
Demands	0.41	4.27	Very High
Control	0.38	4.23	Very High
Support	0.46	4.30	Very High
Role	0.55	4.30	Very High
Relationships	0.48	4.49	Very High
Rewards	0.41	4.36	Very High
Overall	0.24	4.32	Very High

Presented in Table 1 is the level of workplace climate, which has gained a total mean rating of 4.32 or very high and a standard deviation of 0.24. This means that the measures of workplace climate are always manifested. The indicator with the highest mean is relationships, with a mean score of 4.49, described as very high and a standard deviation of 0.48. Followed by rewards with a mean score of 4.36, described as very high, and a standard deviation of 0.41. After which, support and role both gained a mean score of 4.30, described as very high and a standard deviation of 0.46 and 0.55, respectively. Next, demands with a mean score of 4.27 were described as very high and a standard deviation of 0.41. Meanwhile, the indicator with the lowest mean is control, with a mean score of 4.23 or very high and a standard deviation of 0.38.

The very high level of relationships implies that the teachers have great interpersonal relationships in school. This is consistent with the authors (Goktas & Kaya, 2023; Mahmood *et al.*, 2022) wherein relationships directly affect a worker's ability to succeed. Teachers who have strong social bonds establish positive relationships with themselves and their environment. Positive teacher-student relationships result in high intimacy, low conflict and dependency.

Moreover, the very high level of control implies that the teachers have a high ability to influence what happens in their work environment. The result is aligned with authors (Guterres *et al.*, 2025; Li *et al.*, 2020) stating that control has a wide range of benefits, including control over work tasks, control over the work pace, control over the social environment, and freedom from supervision. Teachers should build lasting relationships with students and sustain effective control over the learning process. The teacher is important in motivating students and facilitating an interactive environment.

Table 2: Level of Well-Being

Items	SD	Mean	D.E.
Workload Well-being	0.32	4.43	Very High
Organizational Well-being	0.37	4.50	Very High
Student Interaction Well-being	0.38	4.56	Very High
Overall	0.24	4.50	Very High

Revealed in Table 2 is the level of well-being with an overall mean of 4.50, described as very high and a standard deviation of 0.24. This explains that the measures of well-being are always manifested. The results revealed that well-being is rated very high across all items. In addition, the indicator of student interaction well-being gained the highest mean score of 4.56 with a standard deviation of 0.38. It is followed by organizational well-being with a mean score of 4.50 and a standard deviation of 0.37. Finally, the indicator with the lowest mean is workload well-being, with a mean score of 4.43 and a standard deviation of 0.32.

The very high level of student interaction well-being implies that the teachers regularly facilitate a warm, supportive classroom in which the teacher is highly sensitive to student needs. The result is aligned with the authors (Collie, 2023; Sandilos *et al.*, 2022) who emphasized that the relationship between the well-being of teachers and teacher-

learner connections highlights the significance that teachers put on their interactions with learners. High-quality student interaction well-being results in consistent exchanges between teachers and students that support students' learning and development.

Furthermore, the very high level of workload well-being implies that teachers practice designing assignments, participating in meetings, and working after hours. The result is consistent with authors (Shanmugam & Hidayat, 2022; Walden, 2021) highlighting that providing balanced workloads for teachers is important. Instructional effectiveness and learners' learning and performance may suffer from job demands intended to enhance teaching effectiveness and student learning outcomes.

Table 3: Level of Organizational Commitment

Items	SD	Mean	Descriptive Level
am very happy to spend the rest of my career with this school organization	0.51	4.40	Very High
enjoy discussing about the school organization with people outside it	0.58	4.30	Very High
feel like 'part of the family' at the school organization	0.50	4.44	Very High
feel 'emotionally attached' to this school organization	0.49	4.33	Very High
feel a 'strong' sense of belonging to this school organization	0.61	4.31	Very High
feel that it would be very hard for me to leave the organization right now, even if I wanted to	0.60	4.35	Very High
feel that right now, staying with the organization is a matter of necessity as much as desire	0.53	4.26	Very High
feel that I have very few options to consider leaving this school organization	0.61	4.20	Very High
believe that one of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice—another organization may not match the overall benefits I have here	0.63	4.13	High
believe that too much in my life would be disrupted if I decided to leave the organization now	0.62	4.15	High
believe that a person must always be loyal to his or her organization	0.45	4.26	Very High
believe that one of the major reasons I continue to work in this school organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain	0.54	4.22	Very High
believe that if I got another offer for a better job elsewhere, I would not feel it was right to leave the organization	0.67	4.23	Very High
believe in the value of remaining loyal to one organization	0.49	4.31	Very High
believe that things were better in the days when people stayed in one organization for most of their careers	0.58	4.21	Very High
Overall	0.36	4.27	Very High

It can be seen from Table 3 that the level of organizational commitment has gained a total mean score of 4.27, which is very high, and a standard deviation of 0.36. This shows that the measures of organizational commitment are always manifested. The very high level of organizational commitment is due to the very high and high obtained and computed for its specific items. Moreover, the specific item "feel like 'part of the family' at the school

organization” gained the highest mean score of 4.44 labeled as very high, with a standard deviation of 0.50. On the other hand, the specific item with the lowest mean is “believe that one of the major reasons I continue to work for this organization is that leaving would require considerable that the teachers highly experience as a force that binds them to a path of action necessary to one or more objectives in school.

The result is aligned with the authors (Krajcsák, 2022; Srivastava & Mohaley, 2022), who mentioned that organizational commitment includes the emotional attachment of the teachers to the school and a conviction in its values. This commitment is based on the emotional connections the teachers cultivate with the organization principally through helpful experiences.

Table 4: Overall Significance of the Relationship between Levels
of Workplace Climate, Well-Being, and Organizational Commitment

	Workplace Climate	Well-Being	Organizational Commitment
Workplace Climate	1	.297**	.255**
Well-Being	.297**	1	.146**
Organizational Commitment	.255**	.146**	1

Presented in Table 4 are the results of the correlational analysis on workplace climate, well-being, and organizational commitment. It can be gleaned from the table that when workplace climate is correlated with the measures of well-being, the overall r-value results in 0.297 with a p-value of 0.000, which is lower than the 0.05 level of significance. This implies that workplace climate has a significant relationship with well-being. Moreover, when workplace climate is correlated with the measures of organizational commitment, the overall r-value results in 0.255 with a p-value of 0.000, which is lower than the 0.05 level of significance. This implies that workplace climate has a significant relation with organizational commitment. Further, when organizational commitment is correlated with the measures of well-being, the overall r-value results in 0.146 with a p-value of 0.011, which is lower than the 0.05 level of significance. This implies that organizational commitment has a positive relationship with well-being.

The correlation between measures revealed that there are significant relationships between workplace climate and well-being, workplace climate and organizational commitment, and organizational commitment and well-being. The result of the study is consistent with the authors (Aryanti *et al.*, 2020; Kolakowski *et al.*, 2020; Okwuise *et al.*, 2023), wherein workplace climate is positively linked with well-being. With a positive workplace climate, individuals in the organization will also feel positive feelings, which can improve well-being. Also, there is a positive connection between workplace climate and organizational commitment. It is important for schools to enhance the process of creating a good working atmosphere for teachers to achieve excellent service offering. Finally, organizational commitment increases well-being levels. High levels of well-being positively impact organizational commitment.

Table 5: Regression Analysis Showing the Influence of Workplace Climate on Well-being as Mediated by Organizational Commitment

Step	Path	B	S.E.	β
1	c	.298	.055	.297***
2	a	.214	.084	.146**
3	b	.148	.037	.216***
4	c'	.266	.055	.266***

Mediation analysis included four steps for the third variable to be considered as a mediator. Shown in Table 5 are the steps that was categorized as Steps 1 to 4. As revealed, Step 1 presents the significant direct effect of workplace climate on well-being. In Step 2, workplace climate shows a significant direct effect towards organizational commitment, the mediator (M). Meanwhile, Step 3 presents the result of the analysis, which suggests that organizational commitment significantly predicts well-being. Further mediation analysis using medgraph is necessary to determine the significance of the mediation effect because paths a, b, and c are found to be correlated. This analysis will involve the Sobel z test. Full mediation will be achieved if the effect of the independent variable on the dependent variable fails to be statistically significant at the conclusion of the analysis. It implies that the mediator variable is the mediating variable for all effects.

Additionally, when the regression coefficient is significantly reduced on the last step and stays significant, and only partial mediation is attained, which suggests that a portion of well-being is mediated by organizational commitment, while other components are either directly influenced or indirectly affected by factors not involved in the paradigm. Furthermore, as observed in step 4 (denoted as c'), the influence of workplace climate on well-being was seen to be reduced after mediated by organizational commitment. With this, partial mediation occurred as the effect was found to be significant at $p < 0.05$.

Table 6: Results of statistical analysis on the presence (or absence) of mediating effect

Combination of Variables	Sobel z	p-value	Mediation
Workplace climate → Organizational Commitment → well-being	2.144361	$p < 0.05$	Partial mediation

The Sobel test in Table 6 yielded a z-value of 2.14, $p < 0.05$. This means that the mediating effect is partial, such that the original direct effect of workplace climate on well-being was reduced upon the addition of organizational commitment. The positive value of Sobel z indicates that the addition of organizational commitment reduces the effect of workplace climate on well-being.

Further, the computed effect size for the mediation test seen between the three variables is shown in the figure. The effect size determines the extent of the effect of workplace climate on well-being, which change can be associated with the indirect path.

The total effect value of 0.298 is attributed to the beta of workplace climate towards well-being. The direct effect value of 0.266 is the beta of workplace climate towards well-being, with organizational commitment included in the regression. The indirect effect value of 0.214 is the value obtained from the original beta between workplace climate and well-being that now passes through organizational commitment to well-being ($a*b$, where “a” denotes the path between $WC \rightarrow OC$ and “b” pertains to the path between $OC \rightarrow WB$). The indirect effect is divided by the overall effect to obtain the ratio index; in this case, 0.214 by 0.298 equals 0.718. It seems that about 71.8% of the total effect of workplace climate on well-being goes through organizational commitment.

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between workplace climate and well-being. Specifically, organizational commitment was investigated as the possible mediating variable that could explain the effect of workplace climate on well-being. Partial mediation is found in the study, and significant direct effects were presented that may help in the enrichment of the existing studies on workplace climate and well-being. This implies that the effect of workplace climate on well-being is heightened through organizational commitment.

This is aligned with authors (Chambel & Carvalho, 2022; Madhura, 2023; Shaheen *et al.*, 2022) affirming that there is a positive link between workplace climate and well-being. Different climate types have varying types of connection to well-being at work. In addition, workplace climate positively influences organizational commitment. Every firm that encourages job satisfaction and motivation has made creating a positive workplace climate the primary goal since it is essential to improve organizational commitment. Lastly, organizational commitment positively predicts well-being. Organizational commitment gives teachers more resilience, providing them with protection against resource loss and promoting resource growth.

5. Recommendations

The researcher came up with recommendations based on the results of the study. Since the mean results of the three variables of the study are very high, the researcher recommends that the best practices of the schools may be continued, and if there are some deficiencies and inadequacies, then those areas may be improved, or there may be room for continuing quality improvement.

For the very high result on workplace climate, the researcher may recommend that the school continue to establish the good rapport that exists in the school. This may include a review or revisit of some school rules and policies affecting the school, teachers and students, as well. If changes may occur in some policies, the conduct of orientation and re-orientation may be facilitated as part of information dissemination. There may be regular conduct of consultation periods to allow students to open up whatever they have in mind. The conduct also includes monthly or bi-monthly recognition of student-awardees for best achievement obtained either academically or in the extra-curricular

activities. Moreover, it is hereby recommended that the involvement of parents is necessary in matters where students (their children) are concerned to ensure that whatever the class or students in school are doing/engaged with, the parents are aware and may always show their support to all the activities in school which may include attendance to meetings, joining community outreaches and sponsoring relevant school projects.

Moreover, the school environment is one aspect of workplace climate; the researcher may recommend to the school management to maintain the school facilities by ensuring safe conditions of all the school's facilities, maintaining the cleanliness and orderliness in the classrooms and the school premises. Installation of important signage in conspicuous places to guide or inform all concerned of the school policies on a safe, clean and secure environment.

On the very high level of well-being of teachers, it is recommended that teachers be given the opportunity to exercise their academic freedom in their field of expertise, that they be allowed to express or show more of their abilities and capabilities in their teaching career and may be given enough support by the school so that they can perform well while teaching the students. In this connection, school management may conduct an evaluation (using evaluation tools) to check on the progress or status of the teacher's performance.

Also, the teachers may be provided with chances to continue their schooling for professional development, which may allow the teachers to enroll and proceed with their professional development (master's or doctoral degrees) by way of scholarship or grant of soft loans to pay for the school fees and other school requirements. Updating of teaching strategies through the regular conduct of retooling for updates of the latest teaching strategies and attendance to seminar and trainings. On a quarterly basis, in-house seminars may be conducted for teachers to improve their communication skills, ICT skills, critical thinking and maybe a seminar on teachers' mental well-being, like Mental Awareness, Stress Management or Anger Management. The regular conduct of meetings between teachers and management (may be done by program) is also recommended in order to know some updates in the school or to thresh out some issues or concerns within the program/department.

Furthermore, it is recommended that schools continue to implement the existing practice of having an "open door policy" between teachers and management, which may allow the spirit of oneness and harmony at the workplace. There may be constant communication between school management, teachers and students, and everyone may always be reminded of the school's vision, mission and goals, so that the best working relationship will be manifested, bringing a good image of the school to the community

The very high result of organizational commitment is shown in the best practices that the school has shown to all the stakeholders: the teachers, students and parents. Activities like regular meetings or dialogue with teachers, with students and parents allow a meaningful relationship among the stakeholders. The teachers may continue to communicate with parents about their children's progress in class. This may also giving

information to parents on the achievements achieved by their children. In this case, the teachers may consider giving awards or recognition to all deserving students for a job well done in the class and the school as a whole. There is this feeling of ownership of the school where they are enrolled/studying, as the teachers and the students show respect, trust and dedication in everything that they do in school. This feeling will transcend over to the family and to the community, thus creating a good image of the school.

On the partial mediating effect of organizational commitment on the relationship between workplace climate and well-being of teachers, the researcher recommends revisiting the school's vision, mission, goals and objectives and conducting an orientation or reorientation to all employees/teachers. This will enable the school to ask for a renewal of commitments from all the teachers, given the VMG as the inspiration to all. The commitment of teachers in their jobs will transcend to the delivery of their services to the students and ultimately will flow up to the parents and to the community as a whole.

Furthermore, the results of this study may be a good basis for future researchers to replicate the study in other regions on a larger scale using a quantitative structural equation model or a quantitative study using additional variables to determine whether the results may differ from this study. A qualitative study- a phenomenological one depicting the best practices of schools may be a good research design to be recommended as an area of study.

6. Conclusion

In light of the findings of the study, conclusions are presented in this section. There is a very high level of workplace climate. There is also a very high level of well-being. Furthermore, there is a very high level of organizational commitment. Moreover, there is a significant relationship between workplace climate and well-being. There is also a significant relationship between workplace climate and organizational commitment. Additionally, there is a significant relationship between well-being and organizational commitment. Finally, organizational commitment has a partial mediation on the relationship between workplace climate and well-being. The result of the study implies that the workplace climate of the school is highly favorable for the teachers. In addition, the teachers have great well-being in terms of their workload, the organization, and student interaction. The teachers are also highly committed to their respective organizations. Also, workplace climate has a significant relation with well-being. Similarly, workplace climate has a positive relationship with organizational commitment. Relatedly, well-being is positively linked with organizational commitment. Further, organizational commitment partially mediates the relationship between workplace climate and well-being.

The results of the study clearly confirm the notion that organizational commitment has a partial mediation on the relationship between workplace climate and well-being. The conclusions affirm the anchor theory, the Complexity Theory by Lewin *et al.* (1996) wherein if employees perceive their organizational climate as positive, it will increase

their well-being. Lastly, the findings of the study are also supported by the Self-Determination Theory by Deci and Ryan (1985), the Affective Event Theory by Weiss Cropanzano (1996), and the Conservation of Resources Theory by Hobfoll (1989).

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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