

DOI: 10.5281/zenodo.11425174

# ORGANIZATIONAL CULTURE, SERVICE QUALITY, AND JOB SATISFACTION AS DRIVERS OF TEACHERS' ORGANIZATIONAL COMMITMENT: EVIDENCE FROM SECONDARY VOCATIONAL SCHOOLS IN LIUZHOU, CHINA

Dan HUANG<sup>1</sup>, Nitipon Putachote<sup>2</sup>, Yaoping LIU<sup>3\*</sup>, Junaidi Junaidi<sup>4</sup>

<sup>1</sup>Department of Management Science, Institute of Science Innovation and Culture, Rajamangala University of Technology Krungthep, 10120 Bangkok, Thailand. 669240300022@mail.rmutk.ac.th

<sup>2</sup>Department of Management Science, Institute of Science Innovation and Culture, Rajamangala 2 University of Technology Krungthep, 10120 Bangkok, Thailand. nitipon.p@mail.rmutk.ac.th

<sup>3</sup>Institute of Science Innovation and Culture, Rajamangala University of Technology Krungthep, 10120 Bangkok, Thailand. yaoping.l@mail.rmutk.ac.th

<sup>4</sup>Department of Accounting, Universitas Muhammadiyah Palopo, Indonesia. junaidi@umpalopo.ac.id

Received: 11/11/2025

Accepted: 18/12/2025

Corresponding Author: Yaoping LIU  
(yaoping.l@mail.rmutk.ac.th)

## ABSTRACT

*The global university teachers have multiple ethnicities and cultures, which persuade the university to amend organizational culture and service quality to mitigate teacher migration. This study aims to investigate how university service quality and organizational culture influence teachers' commitment to the organization directly and indirectly towards teachers' job satisfaction. Data were collected from teachers in seven vocational schools in Liuzhou, China. A total of 412 participants filled out the questionnaires. Structural equation modeling (SEM) was used to examine research hypotheses. The university organization culture has a positive and significant effect on school service quality and teachers' job satisfaction. Furthermore, job satisfaction has an essential role in influencing teachers' organizational commitment. The study highlights the effective leadership and organizational culture in fostering teacher job satisfaction and commitment to the university. Hence, educational administrators should enhance motivational strategies and job satisfaction to retain high-performing teachers. This research develops an integrative framework that elucidates the interplay of leadership, university organizational culture and service quality, and job satisfaction in determining teacher commitment in the education context.*

---

**KEYWORDS:** University Organizational Culture, Service Quality, Job Satisfaction, Vocational Education, Teachers' Commitment.

---

## 1. INTRODUCTION

Vocational schools play a vital role in supplying a large pool of skilled talent and labor to the industrial sector (Zuo et al., 2025). However, the effectiveness of these institutions heavily relies on the stability and professionalism of teachers' qualifications, which serve as a crucial cornerstone for education and university development (Schultheiss et al., 2023; Yu et al., 2016). The qualification of teachers not only ensures the quality of education but also maintains the coherence of teaching plans (de jong et al., 2022; Ingvarson & Rowley, 2017). It is essential for delivering a consistent and effective learning experience. The experience and knowledge of teachers in vocational schools provide invaluable support for both educational and research initiatives and play an important role in industry development and competitive advantage amid the global competition. Furthermore, the expertise of teachers enhances the curriculum and aligns it with industry standards to prepare students to become professional workers (Bergmark, 2023; Wang et al., 2025). This alignment is critical, as vocational schools aim to meet the diverse learning needs of students while simultaneously enhancing educational quality and promoting industry development (Compen et al., 2025; Yoto et al., 2024). Hence, vocational schools must prioritize the recruitment, retention, and professional development of teachers to achieve organizational goals, including creating a supportive working environment and offering favorable conditions that enable teachers to commit to their roles in the long term.

Teacher retention and organizational culture are critical for sustaining the quality of vocational education, particularly in the university which have international students and teachers. Vocational schools serve as a vital bridge between academic learning and the labor market by equipping students with technical skills aligned with industry demands (Farran & Nunez, 2024; Habibi et al., 2025). However, high turnover rates and low organizational commitment among teachers have raised concerns about university service quality to teachers and students (Lei et al., 2024; Serang et al., 2024). It demonstrates that the success of an organization is inseparable from clear division of responsibilities and high-quality employees. In addition, teachers need to possess a wide range of knowledge and skills to facilitate perform and tasks efficiently. Teachers' organization commitment is demonstrated by teachers trust and loyalty to the organization. Organizational commitment also refers to teachers willingness to remain with an organization and

contribute positively to its goals (Muñoz-Fernández et al., 2025). Organizational culture and university service quality has a crucial role to mitigate teacher retention and maintaining the quality of vocational education due to vocational institutions play a crucial role in bridging academic learning and industry development.

Teachers' job satisfaction is a fundamental driver of employee happiness, which significantly enhances commitment to organization. This commitment also plays a crucial role in reducing turnover and relocation rates (Totopova et al., 2020; Wu et al., 2025). In addition, teachers' human resources are a critical factor in an organization's success, serving as the backbone for achieving its goals (Abet et al., 2024; Bui et al., 2024). Job satisfaction, which develops over time, is a positive feeling that reflects an employee's favorable attitude towards their work. This sense of satisfaction fosters an environment where teachers feel recognized and supported, thereby boosting morale and enthusiasm for educational responsibility (Bennani et al., 2024; Famiyeh et al., 2018). It not only enhances work efficiency but also contributes to the organization's ability to meet its objectives effectively (Zebon et al., 2025). Moreover, a conducive work environment is a vital component of teachers' job satisfaction (Junaidi, 2024; Lei et al., 2024). A positive atmosphere, characterized by supportive management, collaborative colleagues, and adequate resources, makes teachers feel valued as their roles (Jiang & Xiao, 2024). Consequently, a good work environment not only enhances individual job satisfaction but also fosters a culture of collaboration and innovation within and across the organization.

The importance of organizational culture in fostering teachers' commitment, which inspire teachers by promoting shared visions and professional growth (Chang & Chen, 2025; Kareem et al., 2024). However, these factors often operate indirectly through motivational elements and job satisfaction (Deci & Ryan, 2000). While extensive research has linked leadership styles and cultural factors to employee job satisfaction and performance in public and private organizations, fewer studies have addressed their specific impact within vocational schools in China (Yiming et al., 2024; Wu et al., 2025). This gap highlights the need for context-specific studies to identify effective strategies for retaining skilled educators. Building on this understanding, our study adopts a holistic perspective that situates motivation and satisfaction as mediators, thereby providing a nuanced understanding of loyalty dynamics in vocational

education.

This study addresses three key research questions: (1) How do leadership and organizational culture affect teachers' organizational behavioral loyalty? (2) What roles do motivation and job satisfaction play as mediators? (3) What implications can be drawn for school administrators to strengthen teacher retention? This research contributes both theoretically through integrating organizational and individual-level variables and practically by providing actionable recommendations for education managers. This study fills a contextual gap for more empirical research bridging organizational behavior and educational management by focusing on Liuzhou, an emerging industrial hub with significant educational reforms in China (Huang & Xu, 2019).

## 2. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

### 2.1 Organization Culture And Service Quality

Culture and identity encompass the shared values, traditions, symbols, and beliefs that define the character of an institution (Famiyeh et al., 2018; Karakasnaki et al., 2019). Organizational culture shapes internal behaviors, norms, and expectations, while identity represents how individuals align themselves with the school's mission and values (Ketprapakorn & Kantabutra, 2022; Zhang et al., 2023). A strong and inclusive culture fosters cohesion and pride among teachers (Metz et al., 2020). When teachers feel a strong alignment between personal and organizational values, they are more likely to remain committed. Organizational culture also serves as a social glue that binds employees together, creating a collective identity and purpose (Wijethilake et al., 2021). Furthermore, the success of an organization is inseparable from clear division of responsibilities and high-quality employees. Teachers need to possess a wide range of knowledge and skills, enabling them to perform their tasks efficiently and proficiently (Darling-Hammond et al., 2023; Lohr et al., 2024). It demonstrates that education should be holistic, with art and culture standing out in the collaboration between schools and communities. Specifically, schools must have an organized environment to provide comprehensive services, which include organizational management to achieves goals. University also needs to develop educational management to promote learning quality and creating knowledge systems and support factors, arts and cultural preservation to drives academic progress through knowledge exchange and cultural continuity (Mhlongo et al., 2023). In

addition, organization culture in the university has a key factor in influencing quality service. A positive school culture, which includes a teacher-centered management style, a supportive teaching environment, and a focus on professional development, helps teachers feel more supported and recognized, leading to greater satisfaction with the school.

H1: Organizational culture has a positive and significant effect on university quality service.

### 2.2. Organizational Culture And Teachers' Job Satisfaction

Organizational culture significantly influences job satisfaction with regard to creating an environment where teachers feel valued and respected from the university (Nassani et al., 2024; Yiming et al., 2024). A positive organizational culture also encourages teachers to invest efforts in achieving organizational goals (Bui et al., 2024; Wuletu et al., 2024). In addition, teachers who work in institutions with inclusive and transparent cultures are more likely to experience a sense of stability and purpose. The alignment between individual values and organizational norms fosters satisfaction and reduces workplace stress. A strong organizational culture can enhance teachers' job satisfaction and promote a sense of belonging (Carvalho et al., 2023; Eryilmaz et al., 2025). Moreover, a robust organizational culture provides a framework for consistent communication, professional growth opportunities, and supportive peer relationships (Iddrisu, 2025; Zhang et al., 2023). These factors collectively contribute to higher levels of job satisfaction, which ultimately influence organizational commitment. Teachers who are satisfied with their work environment are more likely to remain committed to their institutions, reducing turnover rates and fostering a stable educational environment. Thus, cultivating a positive organizational culture is essential for enhancing job satisfaction and ensuring the long-term success of educational institutions.

H2: Organizational culture has a positive and significant affect on teachers' job satisfaction.

### 2.3. Quality Service And Teachers' Job Satisfaction

Service quality plays a crucial role in enhancing teachers' behavioral loyalty, which in turn significantly improves their work experience and job, including commitment to continue working at the school, actively participating in various school activities, and recommending the institution to prospective teachers and parents (Gürbüz & Acuner, 2025; Supriyanto et al., 2021). The influence

of service quality on teachers' commitment can exist through several dimensions, such as the availability of teaching resources, the responsiveness of management, and the overall optimization of the teaching environment (Hanaysha et al., 2023; Wang et al., 2025). The service quality not only enhances teacher satisfaction but also fosters a deeper commitment to the organization (Chaanine & Sleilati, 2024; Kim & Yeo, 2024). A school teaching support, high-quality work environment, and implements fair management practices led to teachers job satisfaction. However, the level of service quality directly impacts teachers' emotional, which has strong correlation to university culture (Boudouaia et al., 2024; Eryilmaz et al., 2025). Moreover, quality services contribute to teachers feeling valued and supported, which can lead to reduced turnover rates. Ultimately, investing in service quality is essential for schools aiming to cultivate a dedicated and satisfied teaching staff, which is vital for the overall success and stability of the educational institution.

H3: Quality service has a positive and significant affect on teachers' job satisfaction.

#### **2.4. Motivation and Job Satisfaction as Predictors Of Loyalty**

Job satisfaction is a critical factor influencing teachers' commitment to their organization, as highlighted by Eryilmaz et al. (2025) and Muñoz-Fernández et al. (2025). It serves as a foundational element that shapes how teachers perceive their roles and responsibilities within the institution, particularly during the learning process. Furthermore, job satisfaction plays an important role in mediating the relationship between various organizational factors and teacher commitment to the university, as noted by Wu et al. (2025). Motivated teachers, who experience high levels of job satisfaction, are more likely to engage during the learning process and commit to schools. Job satisfaction reflects a positive evaluation of one's work environment, which directly influences teachers' commitment to university (Anning, 2024; Kontar et al., 2025). Moreover, teachers' job satisfaction contributes to reducing turnover intentions and promoting organizational commitment (Abet et al., 2024; Bennani & Hassi, 2024). It implies that teachers who are content in their roles are more inclined to engage in behaviors that support institutional success, such as mentoring colleagues, participating in professional development, and actively contributing to school initiatives. This highlights the importance of focusing on both individual and organizational factors to

retain talented teachers.

H4: Job satisfaction has a positive and significant effect on teachers' organizational commitment.

H5: Job satisfaction has a positive and significant role in mediating the relationship between university culture and teachers' organizational commitment.

H6: Job satisfaction has a positive and significant role in mediating the relationship between university service quality and teachers' organizational commitment.

### **3. METHODOLOGY**

#### **3.1. Data Collection And Analysis**

A pilot test involving 30 teachers was conducted to ensure clarity, validity, and reliability of the questionnaire items. The target population for this study consisted of teachers employed in secondary vocational schools across Liuzhou. A total of 450 questionnaires were distributed using a stratified random sampling technique to ensure representativeness across different school types, teaching experiences, and academic disciplines. Out of the distributed questionnaires, 376 valid responses were collected, resulting in a high response rate of 83.6%. This sample size is considered sufficient for structural equation modeling (SEM) as it exceeds the recommended minimum thresholds for model testing (Hair Jr et al., 2019). Demographic information such as age, gender, teaching experience, and educational background was also gathered to contextualize the findings.

#### **3.2. Measurement**

Organization culture was measured using a seven-item scale developed from Strengers et al. (2022). University service quality dimensions Organizational culture was assessed using a seven-item scale adapted from Nguyen et al. (2024), emphasizing values such as collaboration, openness, trust, and shared norms within the school environment. Job satisfaction was evaluated through a five-item scale from Dinhan and Scott (1998), which includes indicators of overall contentment with job roles, working conditions, and career development opportunities. Organizational commitment was measured using a five-item scale and refers to Oliver (1980).

**Table 1: Characteristics Analysis Of The Demographic Sample.**

Variable	Description	Frequency	Percentage
School	Liuzhou First Vocational and Technical School	75	20.3
	Liuzhou Second Vocational and Technical School	76	18.4
	Liuzhou Transportation School	58	12.0
	Liuzhou Mechanical and Electronic Industry School	55	13.3
	Guangxi Mechanical and Electrical Technician College	88	21.4
	Guangxi Commercial School	35	8.5
	Liuzhou Technical School	25	6.1
Sex	man	226	54.9
	woman	186	45.1
Age	Under 25	35	8.5
	And 26-30 years old	124	30.1
	And 31-35 years old	151	36.7
	And 36-40 years old	65	15.8
	And 41-45 years old	26	6.3
	Over 46 years old	11	2.7
Marital status	married	259	62.9
	unmarried	153	37.1
Teaching age	Under 1 year	26	6.3
	1-3 Years	103	25.0
	4-6 Years	170	41.3
	And 7-10 years	83	20.1
	More than 10 years	30	7.3
Education	undergraduate course	91	22.1
	Bachelor	212	51.5
	Master	127	26.5
	Doctor	133	15.3
Professional title	Lecturer	112	27.2
	Assistant professor	98	23.8
	Associate and full professor	41	10.0
Salary level	Below RMB 3,500 yuan	32	7.8
	3,501-4,000 yuan	99	24.0
	4001-4500 yuan	151	36.7

**4. RESULTS**

**4.1. Correlation Results**

The correlation analysis was conducted to examine the relationships between the main constructs, including leadership, organizational

culture, motivation, job satisfaction, and organizational behavioral loyalty. Table 2 shows the positive correlations among variables.

**Table 2: Correlation Matrix For Measurement Scales.**

Constructs	Mean	SD	QS	OI	TS	TL
QS	3.35	0.685	<b>0.795</b>			
OC	3.47	0.758	0.625**	<b>0.785</b>		
TS	3.66	0.688	0.375**	0.515**	<b>0.837</b>	
TC	3.42	0.855	0.365**	0.427**	0.428**	<b>0.787</b>

Note: QS: Quality of service, OI: Organization culture, TS: Teachers' job satisfaction, TL: Teachers' commitment.

Diagonal elements are the square roots of the AVE for each construct. Pearson correlations are shown below the diagonal. Significant at \*: p < 0.05, \*\*: p < 0.01, \*\*\*: p < 0.001

**4.2. Measurement Model**

The measurement model was assessed using confirmatory factor analysis (CFA) to ensure construct validity and reliability. The results demonstrated strong factor loadings for all items (Fornell & Larcker, 1981). Cronbach's alpha composite reliability (CR) values were also above 0.800 for each construct, and the average variance extracted (AVE) were all above 0.500, confirming convergent validity. Discriminant validity was evaluated by comparing the square roots of AVE with the inter-construct correlations. The measurement model also demonstrated a good fit to the data with the following indices:  $\chi^2/df = 2.850$ , CFI = 0.945, TLI = 0.927, and RMSEA = 0.062. These results confirm that the measurement scales were both reliable and valid for further structural analysis.

**Table 3: Measurement Results.**

Variables Item Scales	Factor Loadings	$\alpha$	CR	AVE
<b>Quality of service</b>		0.882	0.854	0.676
QS1: The teaching resources provided by the school can meet my teaching needs.	0.795			
QS2: The school provides plenty of training opportunities for teachers.	0.811			
QS3: The technical support of the	0.843			

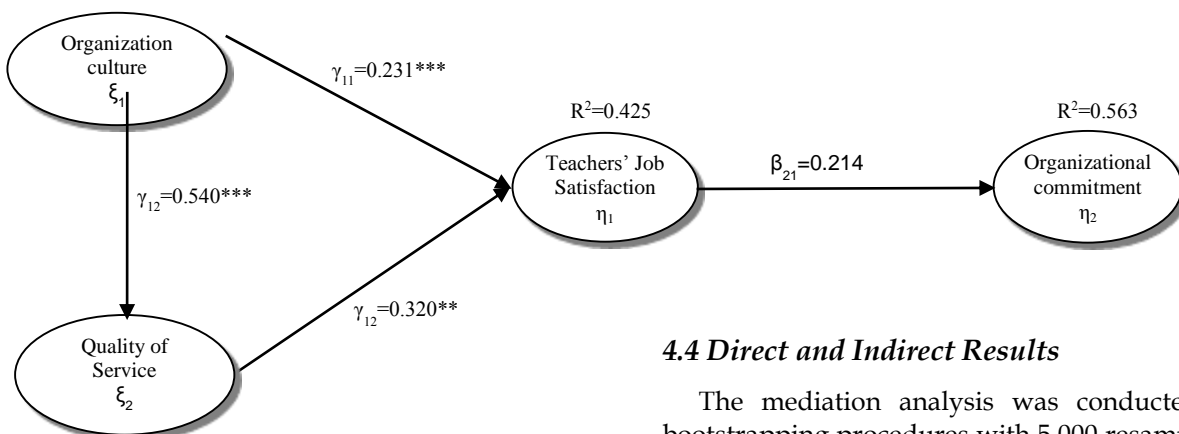
school is very good.				
QS4: The teaching equipment is good.	0.860			
QS5: The school provides adequate rest and vacation time for the teachers.	0.778			
QS6: I am satisfied with the arrangement of extracurricular activities.	0.866			
QS7: The school attaches great importance to teachers' professional development.	0.819			
<b>Organizational culture</b>		0.859	0.836	0.596
OI1: The school has a good reputation in the industry.	0.812			
OI2: The school has a strong brand influence.	0.846			
OI3: I have a strong sense of cultural identity with the school.	0.826			
OI4: The school pays attention to social responsibility and has a positive culture.	0.801			
OI5: I am optimistic about the future development prospects of the school.	0.785			
OI6: Im satisfied with the organization culture of the school.	0.767			
OI7: I would like to recommend school teaching services to others.	0.743			
<b>Teachers' Satisfaction</b>		0.834	0.847	0.643
TP1: I am satisfied with the current content of my work.	0.751			
TP2: I am satisfied with the teacher development plan.	0.787			
TP3: I am satisfied with the career development opportunities.	0.794			
TP4: I am satisfied with the way the school is managed.	0.736			
TP5: I am satisfied with the communication channels of the school.	0.837			

TP6: I am satisfied with the overall working atmosphere of the school.	0.858			
TP7: I am satisfied with the care of the school leadership for the teachers.	0.838			
TP8: I am satisfied with the working experience in school.	0.912			
<b>Teachers' organization commitment</b>		0.839	0.865	0.683
TC1: I would like to continue to work in the school for many years.	0.853			
TC2: the school makes me willing to stay on for a long time	0.813			
TC3: I am willing to participate in more teaching tasks in the school.	0.853			
TC4: I am willing to take an active part in extracurricular activities in the school.	0.831			
TC5: I would like to share my teaching experience with my colleagues.	0.847			
TC6: I am willing to contribute more to the development of the school.	0.829			

**4.3 Structural Model**

The structural model was tested using SEM to evaluate the hypothesized relationships among leadership, organizational culture, motivation, job

satisfaction, and organizational behavioral loyalty. The model fit indices indicated a good overall fit to the data ( $\chi^2/df = 2.910$ , CFI = 0.930, TLI = 0.910, RMSEA = 0.065). All hypothesized paths were statistically significant, providing support for the proposed conceptual framework



**4.4 Direct and Indirect Results**

The mediation analysis was conducted using bootstrapping procedures with 5,000 resamples. The results revealed that motivation partially mediates

the relationship between leadership and organizational behavioral loyalty. Specifically, the indirect effect of quality service and university organizational culture on teachers' organizational commitment. Similarly, job satisfaction fully mediates the relationship between organizational culture and commitment among teachers.

**Table 5: Mediation Result.**

Direct effect			B	T	95% CI
Quality of service	→	Organizational commitment	0.472	15.785***	(0.413, 0.531)
Organizational culture					0.385
13.218***		(0.315, 0.241)			
Indirect effect			B	SE	95% CI
Quality of service	→	Teachers' job satisfaction →	0.015	0.013	(0.025, 0.031)
		Organizational culture →	0.113	0.037	(0.257, 0.276)
		Organizational commitment			

*Note: Significant at \*: p < 0.05, \*\*: p < 0.01, \*\*\*: p < 0.001.*

## 5. DISCUSSION

### 5.1. Key findings

This research uncovers specific factors that determine teachers' organizational commitment. It is critical and relevant for competitive advantage in the education field. The university organizational culture and service quality play a vital role, thereby influencing teachers' satisfaction and commitment. This result is consistent with the preliminary studies carried out by Chen (2023), Toropova et al. (2021), and Zebon et al. (2025), which stated that the teaching resources has a positive and significant effect on teachers' job satisfaction. The universities need to enhance and spread the service to teachers, which needs to be aligned to teachers and current education issues. Therefore, quality service makes the teachers' job more attractive and increases their satisfaction. To ascertain whether the learning process is workable, the university managers need to employ teachers as agents of change to promote their school. Similarly, illuminating teachers with regard to incorporating economic and social values tends to strengthen teachers' job satisfaction.

The crucial role of university culture on teachers' job satisfaction strengthens preliminary studies carried out by Jiang et al. (2024) and Schlesinger et al. (2021). It demonstrates that

university leaders should enhance teachers' awareness and positive attitudes to enhance education quality, ultimately contributing to the development of reputation and improved learning services. A strong university organizational culture not only attracts high-quality faculty but also fosters a sense of belonging and pride among teachers, which is essential for their job satisfaction. The inclusive culture within the institution can lead to higher levels of engagement and motivation among teachers and students. Furthermore, organizational culture can facilitate a smart partnership between the university and its teachers with regard to communication and interaction, shared goals, and mutual respect. Furthermore, it can enhance collaboration and innovation in teaching practices. Organizational culture also addresses university leaders to create an attractive teachers' talent.

This research also confirms that quality service and university organizational culture have a direct effect on teachers' organizational commitment and an indirect effect on teachers' job satisfaction, consisting of the prior study carried out by Aledo-Ruiz et al. (2022), Juhaidi et al. (2025), and Perera et al. (2022). The job satisfaction plays an important role in influencing teachers' commitment to the organization. It means that they will continue to work in the school and stay as a teacher, including exchanging knowledge and information with others to enhance their contribution to the university. Therefore, the university is required to address teachers' attitudes in future plans for promotion. In addition, cultivating commitment to the organization is important to create positive awareness and attitudes among teachers. The quality service and university organizational culture have a direct effect on teachers' organizational commitment and an indirect effect on teachers' job satisfaction. This finding aligns with prior studies conducted by Aledo-Ruiz et al. (2022), Juhaidi et al. (2025), and Perera et al. (2022). Job satisfaction plays a crucial role in influencing teachers' commitment to university. It can help institutions create targeted strategies that support department achievement. In addition, cultivate a continuous commitment to the organization to foster positive awareness and attitudes among teachers. It also facilitates teachers exchanging knowledge and information to support the university's mission.

### 5.2. Academic Implications

This study contributes to leadership theory in education by integrating research constructs. Leadership, culture, motivation, and job satisfaction

were developed to gain competitive advantage and enhance teachers' commitment to the organization. This research extends the application of leadership theory in the vocational education context. Hence, the leadership style and culture can work synergistically to influence teacher motivation and satisfaction.

Furthermore, the study underscores the positive impact of technical support, teaching equipment, professional development, and vacation policies on teachers' job satisfaction. It also reinforces the idea that a strong university organizational culture is to foster teachers' job satisfaction and organizational commitment. This relationship highlights the importance of creating an inclusive and supportive cultural environment within institutions, which can lead to higher engagement and motivation among teachers.

### 5.3. Practical Implications

The findings highlight the critical roles of university quality service and organizational culture in influencing teachers' job satisfaction and commitment. Hence, universities should apply some strategies, such as developing training programs to promote teachers' careers and skills. It can help school leaders develop skills towards investing teachers's resources and implement initiatives to promote teacher recognition, participation in decision-making, and career advancement opportunities.

In addition, fostering a positive organizational culture that emphasizes trust, collaboration, and continuous professional development can enhance job satisfaction and reduce teacher turnover.

These practices can improve both motivation and satisfaction, thereby enhancing organizational behavioral loyalty. Furthermore, universities should actively engage teachers in the decision-making process.

It fosters a sense of belonging and empowers teachers to become agents of change within the institution. Cultivating a positive organizational culture that respects both teachers and students is crucial to improve educational outcomes and a stronger institutional reputation.

These actions will contribute to a more engaged and committed teaching workforce, benefiting the entire academic community.

## REFERENCES

- Abet, Z., Anuar, M.A.M., Arshad, M.M., & Ismail, I.A. (2024). Factors affecting turnover intention of Nigerian employees: The moderation effect of organizational commitment. *Heliyon*, 10(1), e23087. <https://doi.org/10.1016/j.heliyon.2023.e23087>

## 6. CONCLUSION

The university brand not only attracts high-quality educators but also fosters a supportive and inclusive environment that enhances teachers' sense of belonging and pride. A strong organizational culture communicates the institution's values and commitment encourages teachers to enhance learning quality. In addition, universities can significantly boost teachers' satisfaction and commitment towards improving teaching resources and offering professional development opportunities. It not only equips teachers with the tools to obtain success but also demonstrates the institution's investment in professional development. Moreover, engaging teachers in decision-making processes and promoting open communication are essential strategies for cultivating a culture of collaboration and reciprocity. Furthermore, fostering a positive organizational culture that aligns with the teachers and students for long-term success. This involves creating an environment that prioritizes inclusivity, respect, and support, ensuring that all stakeholders feel valued.

### 5.5. Limitations And Future Research Directions

Although this study applied common method variance (CMV) approach to mitigate data bias, the use of a self-reported survey design addresses the potential for cultural and subjective issue. Participants interpret questions or report experiences based on their personal cultural and backgrounds, which could influence the findings. Hence, the outcomes of this study may not be representative of all vocational schools in China. The study's sample was also limited to secondary vocational schools in Liuzhou, which may further impact the generalizability of the results to other regions or educational contexts. Future research should employ longitudinal designs to more accurately result and also examine how relationships among leadership, organizational culture, participant motivation, and loyalty within the school's environment and workplaces. Future studies also should consider exploring the influence of external factors such as government policies, socio-economic conditions, and technological advancements on teacher loyalty to obtain comprehensive understanding of the factors that drive loyalty in educational fields.

- Aledo-Ruiz, M.D., Martinez-Caro, E., & Santos-Jaén, J.M. (2022). The influence of corporate social responsibility on students' emotional appeal in the HEIs: The mediating effect of reputation and corporate image. *Corporate Social Responsibility and Environmental Management*, 29(3), 578-592. <https://doi.org/10.1002/csr.2221>
- Anning, A. S. (2024). The interconnections between STEM teacher educators' self-efficacy, job satisfaction and work engagement in Ghana. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2385121>
- Bennani, C.A., & Hassi, A. (2024). The role of internal marketing in employee job satisfaction, affective commitment and turnover intention in Morocco. *Rajagiri Management Journal*, 18(4), pp. 287-304. <https://doi.org/10.1108/RAMJ-04-2023-0081>
- Bergmark, U. (2023). Teachers' professional learning when building a research-based education: context-specific, collaborative and teacher-driven professional development. *Professional Development in Education*, 49(2), 210-224. <https://doi.org/10.1080/19415257.2020.1827011>
- Boudouaia, A., Al-Qadri, A.H., Houichi, A., & Diafi, S. (2024). A study on the effect of school culture on teachers' commitment to curriculum implementation: The mediating role of self-efficacy and job satisfaction. *Heliyon*, 10(8), e29183. <https://doi.org/10.1016/j.heliyon.2024.e29183>
- Bui, H.T.M., Bui, T., & Pham, B.T. (2024). The role of higher education in achieving sustainable development goals: An evaluation of motivation and capacity of Vietnamese institutions. *The International Journal of Management Education*, 22(3), 101088. <https://doi.org/10.1016/j.ijme.2024.101088>
- Carvalho, A.M., Sampaio, P., Rebentisch, E., McManus, H., Carvalho, J. Á., & Saraiva, P. (2023). Operational excellence, organizational culture, and agility: Bridging the gap between quality and adaptability. *Total Quality Management & Business Excellence*, 34(11-12), 1598-1628. <https://doi.org/10.1080/14783363.2023.2191844>
- Chaanine, J., & Sleilati, E. B. (2024). The Moderating Impact of Employee Job Satisfaction on the Service Quality-Customer Satisfaction Relationship: The Case of the Lebanese Healthcare Institutions. *SAGE Open*, 14(4). <https://doi.org/10.1177/21582440241295473>
- Chang, I.-H., & Chen, R.-S. (2025). Fostering Organizational Loyalty in Preschool Teachers: The Role of Sustainable Workplace, Social Responsibility, and Leadership. *Sustainability*, 17(7), 3081. <https://doi.org/10.3390/su17073081>
- Chen, C. Y. (2023). Are Professors Satisfied With Their Jobs? The Factors That Influence Professors' Job Satisfaction. *SAGE Open*, 13(3). <https://doi.org/10.1177/21582440231181515>
- Compen, B., Verstegen, D., Maussen, I., Hülsman, C., & Dolmans, D. (2025). Good practices for differentiated instruction in vocational education: the combined perspectives of educational researchers and teachers. *International Journal of Inclusive Education*, 29(6), 1017-1034. <https://doi.org/10.1080/13603116.2024.2305652>
- Darling-Hammond, L., Schachner, A. C. W., Wojcikiewicz, S. K., & Flook, L. (2023). Educating teachers to enact the science of learning and development. *Applied Developmental Science*, 28(1), 1-21. <https://doi.org/10.1080/10888691.2022.2130506>
- De Jong, L., Meirink, J., & Admiraal, W. (2022). School-based collaboration as a learning context for teachers: A systematic review. *International Journal of Educational Research*, 112, 101927. <https://doi.org/10.1016/j.ijer.2022.101927>
- Dinham, S., & Scott, C. (1998). A three domain model of teacher and school executive career satisfaction. *Journal of Educational Administration*, 36(4), 362-378. <https://doi.org/10.1108/09578239810211545>
- Eryilmaz, N., Kennedy, A.I., Strietholt, R., & Johansson, S. (2025). Teacher job satisfaction: International evidence on the role of school working conditions and teacher characteristics. *Studies in Educational Evaluation*, 86, 101474. <https://doi.org/10.1016/j.stueduc.2025.101474>
- Famiyeh, Samuel., Asante-Darko, D., & Kwarteng, A. (2018). Service quality, customer satisfaction, and loyalty in the banking sector: The moderating role of organizational culture. *International Journal of Quality & Reliability Management*, 35(8), 1546-1567. <https://doi.org/10.1108/IJQRM-01-2017-0008>
- Farran, I., & Nunez, I. (2024). Converging pathways: new approaches to integrate vocational education training and higher education. *Journal of Vocational Education & Training*, 1-19. <https://doi.org/10.1080/13636820.2024.2428769>
- Gürbüz, B., & Acuner, A. M. (2025). The Role of Service Quality in Enhancing Technological Innovation, Satisfaction, and Loyalty Among University Students in Northern Cyprus. *Sustainability*, 17(15), 6832. <https://doi.org/10.3390/su17156832>

- Habibi, A., Attar, R.W., Zhao, Q., Wijaya, T.T., Hendra, R., Alharmali, T.M., & Alhazmi, A.H. (2025). Validating the determinants of teachers' performance in vocational education: Indonesian perspectives. *Acta Psychologica*, 259, 105332. <https://doi.org/10.1016/j.actpsy.2025.105332>
- Hair Jr J.F., Black, W.C., Babin, B.J., & Anderson, R.E. (2019). *Multivariate Data Analysis* 8th edition. Cengage Learning EMEA, Hampshire: UK.
- Hanaysha, J.R., Shriedeh, F.B., & In'airat, M. (2023). Impact of classroom environment, teacher competency, information and communication technology resources, and university facilities on student engagement and academic performance. *International Journal of Information Management Data Insight*, 3(2), 100188. <https://doi.org/10.1016/j.jjime.2023.100188>
- Hayes, A.F. (2018). *Introduction to Mediation, Moderation and Conditional Process Analysis: A Regression-based Approach* (2nd), New York, NY: Guilford Press.
- Iddrisu, I. (2025). Understanding the nexus between organizational culture and trust: The mediating roles of communication, leadership, and employee relationships. *Sustainable Futures*, 9, 100555. <https://doi.org/10.1016/j.sftr.2025.100555>
- Ingvarson, L., & Rowley, G. (2017). Quality Assurance in Teacher Education and Outcomes: A Study of 17 Countries. *Educational Researcher*, 46(4), 177-193. <https://doi.org/10.3102/0013189X17711900>
- Jiang, S., & Xiao, F. (2024). How Teachers Contribute to the Sustainability of the University Brand: Evidence from China. *Sustainability*, 16(9), 3793. <https://doi.org/10.3390/su16093793>
- Juhaidi, A., Al-Ansi, A.M., Fitria, A., Hidayati, N., & Huriyah, H. (2025). Understanding the role of university commitment, socioeconomic background, and brand trust in shaping brand loyalty in Islamic higher education in Indonesia. *Sustainable Futures*, 10, 100912. <https://doi.org/10.1016/j.sftr.2025.100912>
- Junaidi, J. (2024). The role of ethical leadership to employees work engagement: a social learning theory perspective. *International Journal of Social Economics*, 51(7), 884-898. <https://doi.org/10.1108/IJSE-03-2023-0218>
- Kareem, J., Patrick, H.A., & Prabakaran, N. (2014). Exploring the factors of learning organization in school education: the role of leadership styles, personal commitment, and organizational culture. *Central European Management Journal*. <https://doi.org/10.1108/CEMJ-12-2023-0457>
- Ketprapakorn, N., & Kantabutra, S. (2022). Toward an organizational theory of sustainability culture. *Sustainable Production and Consumption*, 32, 638-654. <https://doi.org/10.1016/j.spc.2022.05.020>
- Kim, L., & Yeo, S.F. (2024). How stress and satisfaction influence customer service quality in banking industry. *Heliyon*, 10(11), e32604. <https://doi.org/10.1016/j.heliyon.2024.e32604>
- Kontar, H., Rizk, N., & Al Maalouf, N.J. (2025). Aspects influencing teacher's motivation in private schools amid the challenging environment in Lebanon. *Quality Education for All*, 2(1), 190-208. <https://doi.org/10.1108/QEA-05-2024-0045>
- Lei, Y., Pan, F., Guo, Q. (2024). A longitudinal analysis of the reciprocal relationship between teacher job satisfaction, workplace climate, and early childhood teachers' turnover intention. *Acta Psychologica*, 251, 104559. <https://doi.org/10.1016/j.actpsy.2024.104559>
- Lohr, A., Sailer, M., Stadler, M., & Fischer, F. (2024). Digital learning in schools: Which skills do teachers need, and who should bring their own devices? *Teaching and Teacher Education*, 152, 104788. <https://doi.org/10.1016/j.tate.2024.104788>
- Metz, D., Ilieș, L., & Nistor, R. L. (2020). The Impact of Organizational Culture on Customer Service Effectiveness from a Sustainability Perspective. *Sustainability*, 12(15), 6240. <https://doi.org/10.3390/su12156240>
- Mhlongo, S., Mbatha, K., Ramatsetse, B., & Dlamini, R. (2023). Challenges, opportunities, and prospects of adopting and using smart digital technologies in learning environments: An iterative review. *Heliyon*, 9(6), e16348. <https://doi.org/10.1016/j.heliyon.2023.e16348>
- Muñoz-Fernández, G.A., Toala-Mendoza, R.D., González-Mohíno, M., & Félix-López, M.E. (2025). Unveiling the nexus of teacher commitment and job satisfaction: insights from Ecuador's educational landscape. *BMC Psychology*, 13, 134. <https://doi.org/10.1186/s40359-025-02471-z>
- Nassani, A.A., Badshah, W., Grigorescu, A., Cozorici, A.N., Yousaf, Z., & Zhan, X. (2024). Participatory leadership and supportive organisational culture Panacea for job satisfaction regulatory role of work-life balance. *Heliyon*, 10(16), e36043. <https://doi.org/10.1016/j.heliyon.2024.e36043>
- Nguyrn, H.A. Vu, T.D., Saleem, M. & Yaseen, A. (2024). The influence of service quality on student satisfaction and student loyalty in Vietnam: the moderating role of the university image. *Journal of Trade Science*,

- 12(1), 37–59. <https://doi.org/10.1108/JTS-12-2023-0032>
- Oliver, R. L. (1980). A Cognitive Model of the Antecedents and Consequences of Satisfaction Decisions. *Journal of Marketing Research*, 17(4), 460–469. <https://doi.org/10.1177/002224378001700405>
- Perera, C. H., Nayak, R., & Nguyen, L. T. V. (2022). The impact of social media marketing and brand credibility on higher education institutes' brand equity in emerging countries. *Journal of Marketing Communications*, 29(8), 770–795. <https://doi.org/10.1080/13527266.2022.2086284>
- Podsakoff, P.M., MacKenzie, S.B., Lee, J.Y., & Podsakoff, N.P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879–903. <https://doi.org/10.1037/0021-9010.88.5.879>
- Schlesinger, W., Cervera-Taulet, A., & Wymer, W. (2021). The influence of university brand image, satisfaction, and university identification on alumni WOM intentions. *Journal of Marketing for Higher Education*, 33(1), 1–19. <https://doi.org/10.1080/08841241.2021.1874588>
- Schultheiss, T., Pfister, C., Gnehm, A.S., & Backes-Gellner, U. (2023). Education expansion and high-skill job opportunities for workers: Does a rising tide lift all boats? *Labour Economics*, 82, 102354. <https://doi.org/10.1016/j.labeco.2023.102354>
- Serang, S., Ramlawati, R., Suriyanti, S., Junaidi, J., & Nurimansjah, R.A. (2024). The role of ethical leadership on employees' behaviours and commitment to the organisation. *SA Journal of Human Resource Management*, 22, 2372. [https://hdl.handle.net/10520/ejc-sajhrm\\_v22\\_n1\\_a2373](https://hdl.handle.net/10520/ejc-sajhrm_v22_n1_a2373)
- Strengers, J., Mutsaers, L., van Rossum, L., & Graamans, E. (2022). The organizational culture of scale-ups and performance. *Journal of Organizational Change Management*, 35(8), 115–130. <https://doi.org/10.1108/JOCM-09-2021-0268>
- Supriyanto, A., Wiyono, B. B., & Burhanuddin, B. (2021). Effects of service quality and customer satisfaction on loyalty of bank customers. *Cogent Business & Management*, 8(1). <https://doi.org/10.1080/23311975.2021.1937847>
- Toropova, A., Myrberg, E., & Johansson, S. (2020). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97. <https://doi.org/10.1080/00131911.2019.1705247>
- Wang, H., Sun, Y., Wang, W., & Liang, H. (2025). Exploring the relationship between teachers' perceived workload, challenge-hindrance stress, and work engagement: a person-centered approach. *BMC Psychology*, 13, 201. <https://doi.org/10.1186/s40359-025-02537-y>
- Wijethilake, C., Upadhaya, B., & Lama, T. (2021). The role of organisational culture in organisational change towards sustainability: evidence from the garment manufacturing industry. *Production Planning & Control*, 34(3), 275–294. <https://doi.org/10.1080/09537287.2021.1913524>
- Wu, M., Mohammadi, M., & Izadpanah, S. (2025). Investigating the Mediating Role of Job Commitment and Job Satisfaction in the Relationship Between Social Support and Job Motivation Among English Language Teachers. *European Journal of Weducation Research, Development and Policy*, 60(2), e70069. <https://doi.org/10.1111/ejed.70069>
- Wuletu, D.A., Hussein, J.O., & Bareke, M.L. (2024). Exploring school culture and climate: The case of Dilla university community school. *Heliyon*, 10(11), e31684. <https://doi.org/10.1016/j.heliyon.2024.e31684>
- Yiming, L., Yan, L. & Jinsheng, Z. (2024). Effects of organizational climate on employee job satisfaction and psychological well-being: the role of technological influence in Chinese higher education. *BMC Psychology*, 12, 536. <https://doi.org/10.1186/s40359-024-01992-3>
- Yoto, Marsono, Suyetno, A., Mawangi, P. A. N., Romadin, A., & Paryono. (2024). The role of industry to unlock the potential of the Merdeka curriculum for vocational school. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2335820>
- Yu, E.W.Y., & Tam, N.I.L. (2016). The puzzle of Macao's talent development. *Asian Education and Development Studies*, 5(4), 423–437. <https://doi.org/10.1108/AEDS-11-2015-0060>
- Zebon, M.H., Sattar, A., & Ahamed, M.S. (2025). An empirical study of exploring the predictors of university teachers' job satisfaction in Bangladesh: A structural equation modeling approach. *Heliyon*, 11(2), e41740. <https://doi.org/10.1016/j.heliyon.2025.e41740>
- Zhang, W., Zeng, X., Liang, H., Xue, Y., & Cao, X. (2023). Understanding How Organizational Culture Affects Innovation Performance: A Management Context Perspective. *Sustainability*, 15(8), 6644. <https://doi.org/10.3390/su15086644>
- Zuo, H., Zhang, M., & Haung, W. (2025). Lifelong learning in vocational education: A game-theoretical

exploration of innovation, entrepreneurial spirit, and strategic challenges. *Journal of Innovation & Knowledge*, 10(3), 100694. <https://doi.org/10.1016/j.jik.2025.100694>