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Examining the Impact of Organizational Culture on Organizational Wisdom and Organizational Commitment among Primary School Teachers in Boushehr

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ABSTRACT

Objective: This study aimed to examine the effect of organizational culture on organizational wisdom and organizational commitment among primary school teachers in the city of Bushehr.

Methods: This applied research was conducted using a descriptive–survey method. The statistical population consisted of all primary school teachers working in Bushehr during the 2024–2025 academic year. Using cluster sampling, 291 teachers were selected from a total of 1,200 as the research sample. Data were collected using Denison's Organizational Culture Questionnaire (2002), Brown and Green's Organizational Wisdom Questionnaire (2006), and Gallup's Organizational Commitment Questionnaire (1999).

Results: Findings revealed that organizational culture had a positive and significant effect on teachers' organizational wisdom, meaning that improvements in organizational culture were associated with higher levels of organizational wisdom. Similarly, organizational culture had a positive and significant effect on teachers' organizational commitment, indicating that as organizational culture improved, teachers' sense of commitment also increased.

Conclusions: The results suggest that fostering a positive and participatory organizational culture in schools can enhance teachers' cognitive and professional capabilities, as well as strengthen their loyalty and organizational commitment. These findings can serve as a practical guide for educational managers and policymakers in improving the quality of the educational system.

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Introduction

Organizational culture, as a set of shared beliefs and values, influences the behavior and thinking of organizational members (Salehi et al., 2023). It can serve either as a starting point for movement and dynamism or as an obstacle to progress. As an environmental variable, organizational culture affects all members of an organization to varying degrees; hence, a proper understanding of this structure is crucial for effective organizational management and performance (Aydın, 2018; Kargas & Varoutas, 2015).

Human capital is the most valuable asset of any organization in maintaining its success and existence. It is evident that managers of successful organizations are those who utilize their human resources effectively and efficiently, while continuously attending to employees' emotions, feelings, and psychological well-being in the workplace. In contemporary work environments, emotion is an integral part of the job, and individuals' emotional and psychological dimensions—similar to their physical aspects—are engaged in their work (Stone & Deadrick, 2015). Envy, as one of the most common negative emotions in organizations, is inherently related to the psychological dimension of human beings. It is among the most prevalent issues in social life and relationships, often resulting in numerous problems (Bani-Melhem et al., 2023).

Organizational culture is one of the most fundamental areas of organizational change and transformation (Safi Khani et al., 2025). Considering that modern transformation programs are more focused on fundamental organizational change, the transformation of organizational culture is viewed as the foundation and platform for such change. Although the topic of organizational culture has only recently emerged within management science and organizational behavior, new theories and research in management have increasingly emphasized its significance, making it a central topic in the field (Kase et al., 2019).

One of the variables closely related to organizational culture is organizational wisdom. Generally, organizational wisdom contributes to team cohesion, interpersonal trust, and intrinsic job satisfaction among employees (Mora Cortez & Johnston, 2019; Pinheiro et al., 2012). It can be defined as the process of collecting, transferring, and integrating individual wisdom, and utilizing institutional and social processes—such as structure, culture, and leadership—for strategic action, emphasizing how organizations can better leverage knowledge (Zaidman & Goldstein-Gidoni, 2011). Additionally, organizational wisdom is described as an organization's competence in

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developing methods for applying individuals' virtues and actions toward effective decision-making and organizational health. Wisdom as a phenomenon has long attracted considerable attention, particularly in religion and philosophy (Izak, 2013).

More recently, wisdom has been defined as a multidimensional construct that encompasses problem-solving capabilities, is distinct from intelligence, combines cognition and affect, integrates multiple aspects of the self, and includes recognition of human limitations and knowledge. It varies by gender, differs between Western and Eastern perspectives, and seeks to balance intrapersonal, interpersonal, and extra personal interests in an environmental context for the common good. Moreover, efforts have been made to empirically study wisdom. In essence, wisdom refers to the ability to apply knowledge appropriately and to exercise sound judgment in matters related to life and behavior. It represents the pinnacle of personal development and combines human qualities that enable better action (Akgün, 2020). Rowley and Slack (2009) provided a concise definition of wisdom, viewing it as the capacity to judge and select specific knowledge within a given context for a particular purpose. On an organizational scale, organizational wisdom is the capacity to implement the most appropriate behaviors in accordance with accurate knowledge and the genuine concerns of various stakeholders. Consequently, wisdom significantly influences success at the individual, organizational, and societal levels (Elangovan & Suddaby, 2019).

Another related concept is organizational commitment, which refers to the bond and attachment individuals feel toward their organization, encompassing job involvement, loyalty, and belief in organizational values (Hngoi et al., 2023). Organizational commitment consists of three stages: acceptance, identification, and internalization. Initially, an organizational member achieves a satisfying relationship by accepting the influence of others, thereby enhancing their self-image. Commitment reflects an individual's interest in and willingness to perform tasks and remain in the organization. Sustaining such energy within a workplace benefits the individual, the organization, and ultimately society as a whole. In recent years, for various personal and professional reasons, employees have increasingly considered changing jobs or relocating shortly after employment—an issue that poses challenges for both individuals and organizations (Lara et al., 2024).

A sense of organizational commitment enables managers to ensure the continued presence of personnel, thereby allowing them to design long-term plans for the organization. Furthermore, in-

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service training and the work experience employees gain over time remain within the organization, avoiding the need to retrain specialists and preventing the waste of educational resources and skill acquisition time. Various strategies, tailored to individuals' personal, family, and social circumstances, can be implemented to cultivate such a sense among employees (King et al., 2022).

A review of domestic and international studies revealed that no comprehensive research has yet been conducted on the influence of organizational culture on organizational wisdom and commitment among teachers; instead, only relatively related topics have been studied. For example, Yu et al. (2022), Pan et al. (2022), El Abdou et al. (2022), (Triguero-Sánchez et al., 2022) and Hidalgo-Peñate et al. (2022) have acknowledged the impact of organizational culture on organizational wisdom and commitment among teachers.

In terms of the significance and necessity of this research, it must be emphasized that organizational culture is one of the key foundations for organizational change and transformation. Given that contemporary transformation initiatives often target fundamental organizational reform, cultural change is regarded as the underlying basis for such transformations. Demographic studies by management scholars have identified organizational culture as one of the most influential factors in the progress and development of nations. Experts in management consistently stress the importance of organizational culture and the critical role it plays within an organization. A strong organizational culture unites teachers, fostering alignment and cohesion, enabling diverse perspectives and goals to be integrated into a shared mission within a healthy cultural framework. Such a culture sets expectations for behavior, performance, and collaboration, facilitating effective teamwork among educators (Amtu et al., 2021).

Regarding the rationale for conducting this study, it is evident that organizational culture is related to both organizational wisdom and commitment among teachers. Therefore, the present research seeks to practically and operationally examine the impact of organizational culture on organizational wisdom and commitment among primary school teachers in Bushehr City, with the aim of benefiting the personnel. Given this context, the research holds particular significance for primary school teachers in Bushehr. Moreover, the Ministry of Education and other relevant agencies can utilize the findings of this study in their planning and decision-making processes. Accordingly, this study aims to answer the question: Does organizational culture influence organizational wisdom and commitment among primary school teachers in Bushehr City?

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Material and Methods

This study employed a descriptive survey research design. The statistical population comprised all primary school teachers in Bushehr City during the 2024–2025 academic year. According to official records from the General Directorate of Administrative Affairs, the total number of primary school teachers in Bushehr was 1,200. Using Cochran's sample size formula for a population of 1,200, with a confidence level of 95% and a margin of error of 5%, the required sample size was calculated to be 291 participants.

Given the size and geographical distribution of the target population, a cluster sampling method was adopted. For this purpose, a list of all primary school teachers across 18 schools in Bushehr City was compiled, and the required number of participants was then randomly selected from this list. Questionnaires were distributed to the selected teachers for completion. All participants' personal information and responses were treated with strict confidentiality, and no identifying information was reported in the final research findings. Furthermore, participants were assured that participation was entirely voluntary and that they could withdraw from the study at any stage without any negative consequences.

Instruments

Denison Organizational Culture Questionnaire (2002): This instrument consists of 31 items rated on a 5-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (5). It measures three dimensions:

- *Involvement* (items 1, 9, 13, 12, 8, 15, 17, 21, 25)
- *Consistency* (items 2, 4, 6, 10, 14, 18, 22, 24, 26)
- *Adaptability* (items 3, 7, 11, 15, 19, 20, 23, 27, 31)

The total score ranges from 27 to 135, reflecting each respondent's perception of organizational culture within their institution. Denison et al. (2014) reported a construct validity coefficient of 0.83, and in the present study, item–total correlation analysis confirmed significant correlations between all items and the total score. Cronbach's alpha reliability coefficient was reported as 0.85 by Denison (2002) and found to be 0.83 in the present research.

Brown and Greene Organizational Wisdom Questionnaire (2006): This questionnaire contains 66 items divided into four dimensions:

- *Self-awareness* (items 1–15)

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- *Emotional management* (items 16–30)
- *Life skills* (items 31–45)
- *Willingness to learn* (items 46–66)

Responses are rated on a 5-point Likert scale from *strongly disagree* (1) to *strongly agree* (5). Brown and Greene (2006) reported a criterion validity coefficient of 0.83. In the present study, item–total correlation analysis confirmed significant correlations between all items and the total score. Cronbach's alpha reliability coefficient was reported as 0.82 by Brown and Greene (2006) and was also found to be 0.82 in this study.

Gallup Organizational Commitment Questionnaire: This instrument includes 12 items across four dimensions:

- *Mutual expectations between the individual and the organization* (items 1–2)
- *Participation* (items 3–6)
- *Person–job fit* (items 7–10)
- *Opportunities for growth and advancement* (items 11–12)

Items are rated on a 5-point Likert scale ranging from *strongly agree* (5) to *strongly disagree* (1). Chib (2019) reported a factor-analytic validity coefficient of 0.82. In the present study, item–total correlations indicated significant relationships between all items and the total score. The reliability coefficient reported by Chib (2019) was 0.86, while Cronbach's alpha in the present research was 0.80.

Results

Prior to conducting parametric regression analyses, the assumption of normality for the study variables was examined using the Kolmogorov–Smirnov test. The results are presented in Table 1.

Table 1. Kolmogorov–Smirnov Test for Normality Assumption

Variable	Statistic	P
Organizational culture	0.082	0.08
Organizational wisdom	0.112	0.011
Organizational commitment	0.142	0.43

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The results indicated that the significance levels for the variables organizational culture, organizational wisdom, and organizational commitment were all greater than 0.05. Therefore, the Kolmogorov–Smirnov statistic was not significant at the 0.05 level, confirming that the variables followed a normal distribution.

The results of the regression analysis examining the effect of organizational culture on organizational wisdom are summarized in Table 2 (Model Summary) and Table 3 (ANOVA). The ANOVA results showed that organizational culture had a statistically significant effect on teachers' organizational wisdom, $F(1, 289) = 17.38$, $p < 0.0001$. The coefficient of determination ($R^2 = 0.104$) indicated that organizational culture accounted for 10.4% of the variance in teachers' organizational wisdom.

Table 2. Regression analysis results related to organizational wisdom

R	R^2	Adjusted R^2	Estimated error
0.322	0.104	0.098	6.47

Table 3. Anova results related to Regression analysis of organizational wisdom

Model	SS	DF	MS	F	P
Regression	727.92	1	727.92	17.38	0.001
Residual	6279.44	197	86.01		
Total	7007.36	198	-		

Table 4 presents the standardized and unstandardized regression coefficients. The standardized beta coefficient showed that organizational culture had a positive and significant effect on teachers' organizational wisdom ($p < 0.0001$), meaning that improvements in organizational culture were associated with increases in organizational wisdom.

Table 4. Standardized and unstandardized regression coefficients related to organizational wisdom

Model	B	Std. Error	Beta	T	P
Constant	70.33	8.84	-	7.95	0.001
Organizational wisdom	0.391	0.094	0.322	4.17	0.001

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Similarly, the results of the regression analysis assessing the effect of organizational culture on organizational commitment are summarized in Table 5 (Model Summary) and Table 6 (ANOVA). The ANOVA results indicated that organizational culture had a statistically significant effect on teachers' organizational commitment, $F(1, 289) = 55.88$, $p < 0.0001$. The coefficient of determination ($R^2 = 0.267$) revealed that organizational culture explained 26.7% of the variance in teachers' organizational commitment.

Table 5. Regression analysis results related to organizational commitment

R	R^2	Adjusted R^2	Estimated error
0.521	0.271	0.67	4.54

Table 6. Anova results related to Regression analysis of organizational commitment

Model	SS	DF	MS	F	P
Regression	1156.81	1	1156.81	55.88	0.001
Residual	3105.18	197	42.53		
Total	4261.99	198	-		

Table 7 displays the standardized and unstandardized regression coefficients. The standardized beta coefficient demonstrated that organizational culture had a positive and significant effect on teachers' organizational commitment ($p < 0.0001$), indicating that higher levels of organizational culture were associated with greater organizational commitment among teachers.

Table 7. Standardized and unstandardized regression coefficients related to organizational commitment

Model	B	Std. Error	Beta	T	P
Constant	**6.10**	**6.21**	**-**	**0.982**	0.328
Organizational wisdom	0.493	0.066	0.521	7.47	0.001

Discussion

The present study examined the impact of organizational culture on organizational wisdom and organizational commitment among primary school teachers in Bushehr City. The findings revealed that organizational culture had a positive and significant effect on teachers' organizational wisdom, indicating that improvements in organizational culture are associated with higher levels of

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organizational wisdom. Similarly, organizational culture was found to have a positive and significant effect on teachers' organizational commitment, meaning that stronger organizational culture leads to greater commitment among teachers.

These findings are consistent with previous researches (Mora Cortez & Johnston, 2019; Pan et al., 2022; Safi Khani et al., 2025; Triguero-Sánchez et al., 2022). Analysis and interpretation of the results suggest that in schools with a participatory, open, and supportive culture, teachers are more inclined to engage in decision-making, solve problems rationally, pursue continuous learning, and share knowledge and experiences—all of which are core elements of organizational wisdom. In such schools, teachers also demonstrate higher levels of organizational commitment, perceiving themselves as integral members of the organization, developing a stronger sense of professional identity and job commitment, and experiencing greater satisfaction with their work environment.

A noteworthy point emerging from the findings is the indirect effect of organizational culture on organizational commitment through the enhancement of organizational wisdom. This indicates that organizational culture can provide a conducive environment for the intellectual and professional growth of teachers, which, in turn, strengthens their loyalty and sense of belonging to the organization. Conversely, deficiencies in organizational culture—such as poor communication, lack of transparency, or organizational injustice—can reduce motivation, lead to burnout, and ultimately diminish organizational commitment.

Organizational culture is a foundational element within the education system and can play a pivotal role in teachers' professional growth and loyalty to their school and the broader educational system. Based on this, school administrators, educational policymakers, and decision-making bodies should prioritize strengthening organizational culture—particularly a culture grounded in mutual respect, transparency, trust, fairness, and continuous learning.

The results of this study highlight the central and significant role that organizational culture plays in shaping and strengthening teachers' organizational wisdom and commitment. In educational environments where organizational culture is built on trust, collaboration, continuous learning, organizational justice, and mutual respect, teachers not only exhibit more critical, knowledge-based, and responsible decision-making (organizational wisdom) but also feel greater attachment, commitment, and loyalty toward their school and the educational system (organizational commitment). These findings suggest that investing in the enhancement of organizational culture

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in schools can foster teachers' professional growth, increase motivation, improve the quality of teaching, and reduce occupational burnout.

The study also demonstrated that organizational wisdom serves as an important mediating variable between organizational culture and organizational commitment. In other words, when organizational culture fosters teachers' intellectual and professional development, this growth ultimately leads to increased emotional attachment and commitment to the educational organization. As the foundation of professional behaviors, attitudes, and staff interactions, organizational culture significantly influences the quality of organizational performance. The findings revealed that a strong organizational culture—characterized by mutual trust, participatory practices, effective communication, organizational justice, and support for innovation—directly enhances organizational wisdom among teachers. In such environments, teachers are better equipped to analyze problems, make informed decisions, learn from experiences, and draw on collective wisdom—qualities essential for a successful learning organization.

Furthermore, these same cultural attributes contribute to higher organizational commitment. Organizational commitment, as an internal sense of belonging and identification with the organization, is strengthened when individuals feel valued, respected, heard, and empowered. Organizational culture provides the foundation for such sentiments. Beyond direct effects, the results confirmed that organizational wisdom mediates the relationship between culture and commitment—meaning that when organizational culture fosters teachers' intellectual and professional growth, this process ultimately enhances their emotional and professional attachment to the school.

A healthy and effective organizational culture is one of the most influential factors in creating a stable, dynamic, and professional educational environment. In such a context, teachers not only fulfill their roles more effectively but also view the school as part of their own identity and work toward its success. Strengthening a positive organizational culture in schools can thus create an environment where teachers feel valued, connected, motivated, and inspired to learn and collaborate—conditions that ultimately lead to improved educational quality and the achievement of development goals.

In conclusion, the overall findings of this research indicate that an effective organizational culture is one of the most important determinants of enhanced organizational wisdom and commitment

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among teachers. In environments where culture is built on participation, fairness, respect, learning, and mutual trust, teachers are more capable of applying both individual and collective wisdom to address challenges, while also experiencing greater emotional attachment and commitment to the school and its mission.

The study was limited to a specific sample, which warrants caution in generalizing the findings. For future practice, it is recommended that school administrators work to establish and strengthen a culture rooted in trust, learning, and interaction. Educational policymakers should also consider organizational culture as a key factor in improving teachers' performance and job satisfaction. Additionally, professional development programs aimed at enhancing teachers' organizational wisdom are recommended. Educational leaders and policymakers should view the enhancement of organizational culture as a strategic priority in human resource development, teacher performance improvement, and the creation of dynamic and effective learning environments. Undoubtedly, a school with a rich and supportive culture can provide the ideal environment for the intellectual, emotional, and professional growth of its teachers.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by the ethics committee of Islamic Azad University. The patients/participants provided their written informed consent to participate in this study.

Author contributions

S. F.S.N., M.J.P. and K.S. contributed to the study conception and design, material preparation, data collection, and analysis. All authors contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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