Organizational culture, human resource practices, and commitment of art teachers in Chinese universities

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Abstract

The Chinese Ministry of Education has made adjustments to the art disciplines, prompting major art institutions to set development goals around the construction of art disciplines and talent training in the new era. The development of university art education and the individual career development of art teachers have become new challenges for higher education institutions. Therefore, this paper focuses on art teachers in Chinese universities, primarily assessing the relationships among organizational culture, human resource management practices, and organizational commitment within these institutions. This study aims to identify demographic variables of the respondents and link them to their organizational culture, human resource practices, and organizational commitment. Furthermore, the relationships established among these three variables provide a foundation for the development of faculty development programs. Descriptive research was used in the study. The results indicate that most respondents are Art teachers aged 26 to 35 with master's degrees. The study also shows that teachers generally have a positive attitude towards the school's organizational culture, human resource practices, and organizational commitment. Teachers are able to develop professionally while maintaining harmonious interpersonal relationships, expressing satisfaction with the organization's compensation, recruitment, and performance evaluation processes. The commitments made by teachers are significantly high, based on a sense of moral obligation and loyalty to the organization, demonstrating emotional attachment to the organization and awareness of the costs associated with leaving. Differences in organizational culture appear across age and years of service. In human resource practices, differences exist across age, educational background, and years of service; in organizational commitment, differences are found in educational background and years of service. Additionally, the results show a moderate correlation among the three variables, indicating that better construction of school organizational culture leads to better human resource practices and higher organizational commitment among art teachers. Hence, several investments are proposed for teacher development programs, including various trainings, online seminars, and collaborative projects, focusing on metrics not previously prioritized for art teachers in Chinese universities

to enhance organizational culture, human resource practices, and organizational commitment. Chinese universities may consider implementing the suggested inputs into teacher development programs and may add other measures based on teachers' needs.

Keywords: organizational culture, human resource practices, commitment, art teachers, Chinese universities

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1. Introduction

Amidst the rapidly evolving landscape of higher education, Chinese universities find themselves at a pivotal moment. The incessant changes in socio-economic dynamics, rapid technological advancements, and the global competitive pressures compel these institutions to adapt, innovate, and continually enhance their standards. China boasts one of the world's largest higher education systems, as evidenced by the official list of national universities released by the Chinese Ministry of Education, totaling 3072 institutions as of June 15, 2023. In recent years, China has placed significant emphasis on the development of higher education, spearheading strategic initiatives to accelerate the establishment of world-class universities and disciplines. Consequently, intense competition among universities has ensued, prompting widespread reforms, with each institution prioritizing the establishment of its unique brand and enhancing competitiveness as the focal points of current reform and development efforts.

With the growing societal interest in cultural and artistic pursuits, the Chinese Ministry of Education has adjusted the directory of art disciplines. Major higher art institutions have formulated development objectives and specific measures for the construction of new era art disciplines and talent cultivation. Cultivating cultural and creative talents that meet societal demands has emerged as a new challenge for universities and educators. The adjustments in discipline directories bring about changes in training programs, teaching plans, and curriculum arrangements, as well as new discipline classifications and training requirements, which not only directly impact the quality of student training but also potentially influence the employment prospects of graduates. Therefore, there is a need to actively update training methods, teaching facilities, and research conditions, enhance the teaching, practical creative, and research capabilities of faculty, and foster more competitive artistic talents, hence, this is a research problem worthy of in-depth exploration.

Organizational culture, as a collection of values, beliefs, customs and symbols shared within an organization, has a profound impact on its functioning and performance. In recent years, with globalization and increased market competition, the importance of organizational culture has become increasingly evident. The organizational culture of Chinese universities is a unique blend shaped by China's history, society, and educational traditions. It integrates Confucian values, modern educational practices, and the rapid development of recent decades. To understand this culture, one must examine key elements such as hierarchy, interpersonal relationships, and the emphasis on collective achievements. Confucian culture in China has a noticeable "promotive effect" on innovation within organizational culture, where the stronger the influence of Confucian culture, the higher the level of output (Xu et al., 2019). Interpersonal relationships encompass a complex network of social connections and personal ties characterized by mutual trust, reciprocity, and emotional bonds (Li et al., 2024). This is a fundamental aspect of Chinese social and professional interactions, potentially influencing adaptability and job engagement. Chinese educators must be adaptable in both teaching techniques and social interactions to effectively navigate this intricate environment (Rai et al., 2023).

Human resources are a crucial force in the national innovation development strategy and play a significant role in determining a country's innovative capacity in the global landscape. In today's competitive global market, human resources are undoubtedly the most critical factor (Xu et al., 2020). The human resource practices in Chinese universities integrate traditional culture, national policies, and modern management concepts. These practices aim to enhance the quality of faculty and staff, optimize organizational structures, and promote the development of teaching and research. In the Chinese context, human resource practices place greater emphasis on integrating with Chinese culture, leveraging innovation and creativity. This involves in-depth research and discussion on several aspects, including the management of the new generation of employees, organization and

management of emerging organizations, leadership and leadership behavior, management of negative attitudes and behaviors, career management, and team management (Yan et al., 2019).

Organizational commitment refers to the degree of identification and loyalty employees have towards their organization, as well as their willingness to exert effort for the organization's success and goals. In Chinese universities, organizational commitment is mainly reflected in the sense of belonging, responsibility, and loyalty of faculty and staff towards the school. It emphasizes the connection between organizational identification and organizational commitment (Xie et al., 2021). At the same time, university teachers are the mainstay of the development of Chinese universities, and their degree of organizational identification is not only related to organizational commitment but also to the survival and development of universities (Yu et al., 2018).

Art teachers face issues such as unreasonable job matching, mismatch between job tasks and personal expertise, and limited training resources. Promotion opportunities are relatively limited, and compared with teachers in other disciplines, the promotion space and development direction for art teachers are relatively restricted, which may lead to professional development challenges for teachers. Furthermore, unclear job descriptions for art teachers may result in ambiguity between job tasks and expectations. Universities tend to excessively emphasize publications and research in academic evaluations, while overlooking the value of creative teaching and artistic works. As the backbone of artistic research and teaching work (Wang et al., 2019), art subject teachers' personal development is hindered. Regarding organizational commitment, affective commitment is influenced by the job satisfaction of art teachers. If teachers cannot establish affective commitment in their work, they may resign when facing the pressure of creative and artistic work, while job stability also affects teachers' sustained commitment.

The researchers chose to undertake this study because, as part of the university workforce, she herself is an art teacher at a Chinese university. She believes that there has been a significant change in the nature of work among university art teachers, especially young teachers, affecting their views and practices towards work. Moreover, amidst increasing work pressures and teaching reforms, it has impacted their understanding and emotional connection and identification with the school and work. The researcher believes that the information collected in this study will help understand how to improve organizational culture, human resource practices, and organizational commitment to enhance teaching quality and student satisfaction, enabling art teachers to achieve better job performance and lower turnover rates, thereby alleviating the difficulties encountered by art teachers in their work.

The findings of this study, analyzed from the perspective of university art teachers, will provide policymakers with insights to develop more effective policies and practices. It will assist teachers, education managers, and leaders in developing plans to foster a positive perception of university art education and improve organizational culture, human resource practices, and organizational commitment for teachers within the aforementioned settings, thereby enhancing the performance and competitiveness of universities.

Objectives of the Study - This study aims to explore the organizational culture, human resource practices, and organizational commitment of art teachers among Chinese universities to propose an enhanced program for improving the work performance, organizational efficiency, and overall operation of Chinese universities. Specifically, it seeks to determine the organizational culture of the respondents in terms of four aspects: teacher development, interpersonal harmony, student orientation, social responsibility and innovation; identify respondents' HR practices in employee engagement, in-depth training, internal mobility, occupational safety, job description, performance evaluation, incentives and rewards, and employee engagement; explored the organizational commitment of the respondents with respect to: emotional commitment, continuation commitment, normative commitment, social responsibility commitment and innovation commitment; examine the significant relationship among organizational culture, human resource practices and organizational commitment in order to propose an enhanced faculty development program.

2. Methods

Research Design - A quantitative descriptive research design was used in this study to determine the association between variables. Researchers do not manipulate any variables but merely describe the sample and/or variables. Descriptive research aims to identify issues existing within a unit, organization, or population (Siedlecki et al., 2020). Since there is a specific set of participants involved, and no comparison is made with another group of participants, a descriptive research design is suitable for the study. These pieces of information are collected through standardized surveys tailored to match the given research questions. Therefore, this study explored the causal relationship between organizational culture, human resource practices, and organizational commitment. The study also examined the significant relationships between these three variables and the significant differences based on grouping according to psychological characteristics. Significant differences were observed when grouping based on psychological characteristics.

Participants of the Study - The participants in this study consisted of 425 art teachers from three Chinese universities in Changsha, Hunan Province, China, including the school where the researcher works. All three schools are comprehensive universities, and the art teachers were selected from the art faculties of these schools, such as the School of Fine Arts, the School of Design, the School of Music, and the School of Dance. The total number of art teachers in these schools was 1012 and were grouped according to gender, age, educational background and years of service. The confidence level was 95% (Z-value 1.96) with a margin of error of 5%. Due to the relatively small population, the statistician recommended a sample size of more than 400 persons. The selection of participants for the study was done using random sampling, which is a technique of selecting a sample from a population where everyone has an equal chance of being selected as a participant in the study (Stratton, 2021). The process was completely randomized.

Data Gathering Instrument - This study used a questionnaire to collect data. The questionnaire was derived from a published study, but will be substantially revised according to the objectives of this study. The questionnaire used in this study was divided into four parts. The first part is information about demographic variables, including gender, age, type of school, educational background, and years of service. The second part comprises a questionnaire on organizational culture developed by Tsui, Wang, & Xin (2006), consisting of 25 questions categorized into five subscales: teacher development, interpersonal harmony, student orientation, social responsibility, and innovation. The questions utilize a four-point Likert Scale. Respondents rate each item on a scale of 1 to 4, where 1 stands for "Strongly Disagree (SD)," 2 for "Disagree (D)," 3 for "Agree (A)," and 4 for "Strongly Agree (SA)." The third part adopts a questionnaire on human resource practices by Sun, Aryee, & Law (2007), consisting of eight subscales: staffing, depth training, internal mobility, job security, job description, performance evaluation, incentive rewards, and employee dedication, totaling 40 questions. Similar to the previous section, the questions also employ a four-point Likert Scale. Respondents rate each item on a scale of 1 to 4, with 1 representing "Strongly Disagree (SD)," 2 for "Disagree (D)," 3 for "Agree (A)," and 4 for "Strongly Agree (SA)." The fourth part comprises a questionnaire on organizational commitment derived from Mowday, Steers, & Porter (1979), featuring 24 questions categorized into five subscales: affective commitment, continuance commitment, normative commitment, social responsibility commitment, and innovation commitment. The Likert Scale with four points is also utilized here, with respondents rating each item on a scale of 1 to 4, where 1 represents "Strongly Disagree (SD)," 2 for "Disagree (D)," 3 for "Agree (A)," and 4 for "Strongly Agree (SA)." Subsequently, these questionnaires are modified to reflect new information, followed by validity and reliability assessments.

As part of the pilot study, the survey questionnaire was tested among 30 teachers, enabling researchers to validate its effectiveness. Based on the pilot test, validity and reliability of the questionnaire were examined using the Cronbach's alpha method. The results of the reliability test were satisfactory, assessing the internal consistency of the scales used in the questionnaire. The Cronbach's alpha coefficients for the indicators of faculty development, interpersonal harmony, and student orientation, serving as measures of organizational culture, are 0.914, 0.920, and 0.908, respectively, indicating excellent performance. Similarly, the Cronbach's alpha

coefficients for social responsibility and innovation are 0.898 and 0.890, respectively, demonstrating strong internal consistency among the items. Regarding the indicators of Human Resources Practices, the Cronbach's alpha coefficients for staffing and in-depth training are 0.911 and 0.913, respectively, indicating excellent performance. Additionally, internal mobility, occupational safety, occupational descriptions, and performance evaluation exhibit Cronbach's alpha coefficients of 0.882, 0.870, 0.888, and 0.894, respectively, indicating good performance, while incentive rewards and employee engagement have Cronbach's alpha coefficients of 0.905 and 0.903, respectively, demonstrating excellent performance. The indicators of organizational commitment displayed the following Cronbach's alpha coefficients: affective commitment 0.913, continuance commitment 0.938, and normative commitment 0.947, all of which are excellent. These coefficients indicated high reliability among the items.

Data Gathering Procedure - Create a link or QR code for the questionnaire on the "Questionnaire Star" website (https://www.wjx.cn/), and generate a link or QR code for the questionnaire after completing the design of the questionnaire on the Questionnaire Star platform. According to the target respondent group (art teachers in three universities in Hunan Province), appropriate distribution channels were chosen. The survey was conducted by contacting the administration of the art colleges and sending the questionnaire to the teachers through official channels, such as the official website. The link or QR code of the questionnaire was also sent to the target teachers through the school's art teachers' social media group with a short note explaining the purpose and importance of the survey. Researcher encouraged teachers to actively participate and provide appropriate tokens of appreciation to teachers who participated in the survey. The progress of completing the questionnaire was checked regularly after distribution to ensure that the questionnaire is received and completed by the target teachers. If necessary, teachers who have not filled in the questionnaire were reminded by email or SMS. And during the questionnaire collection process, the collected data were checked regularly to ensure the accuracy and completeness of the data. Respondent teachers were contacted in time for verification and correction of abnormal or erroneous data found. At the end of questionnaire collection, the collected data were exported from the Questionnaire Star platform to Excel or other analyzable data formats. They were organized and those invalid data or duplicated data deleted due such causes such as the questionnaire filling time is very short, etc.

Data Analysis - Organizational culture, human resources practices, and organizational commitment were assessed using weighted averages and rankings. The Shapiro-Wilk Test found that the three key variables' p-values are less than 0.05, indicating that the data set is not regularly distributed. The Spearman rho was employed to determine whether the three variables had a significant link. The following Likert Scale was used in assessing the variables: 3.50- 4.49 = Strongly Agree, To a Very Great Extent, Very High; 2.50-3.49 –Agree, To a Great Extent, High; 1.50 – 2.49 –Disagree, To a Least Extent, Low; and 1.00 – 1.49 – Strongly Disagree, Not at All, Very Low. Furthermore, all data were handled with PASW version 26 statistical software to better understand the study's results using an alpha level of 0.05.

Ethical Considerations - Before conducting the research, approval was obtained from the LPU Ethics Review Committee responsible for ensuring that the researcher's study design and implementation adhere to ethical standards, especially concerning aspects involving human participants. Individuals participating in the study signed a data privacy consent form upon receiving the survey questionnaire, authorizing the researcher to observe and analyze the data. Additionally, the completion of the questionnaire was voluntary for participants. The researcher implemented multi-layered measures to safeguard the participants' privacy. Personal identifying information was anonymized, and only the researcher had access to the complete data. All data were securely stored and will be destroyed after an appropriate period. Throughout the data processing, the researcher adhered to the highest ethical standards to ensure the accuracy and integrity of the data. No manipulation or tampering of the data occurred, and all results are genuine and trustworthy.

3. Results and discussion

Based on the results in table 1, the composite mean of 2.56 indicates that faculty and staff have a generally

positive view of the organizational culture. The highest ranked indicator was "Faculty Development" with a weighted mean of 2.67, which was rated as Agree. This was closely followed by "Interpersonal Harmony" with a weighted mean of 2.60.

Table 1

Summary Table on Organizational Culture

Indicators	Weighted Mean	Verbal Interpretation	Rank
Faculty Development	2.67	Agree	1
Interpersonal Harmony	2.60	Agree	2
Student Orientation	2.52	Agree	3.5
Social Responsibility	2.52	Agree	3.5
Innovation	2.50	Agree	5
Composite Mean	2.56	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Additionally, "Student Orientation" and "Social Responsibility" both had a weighted mean of 2.52. Additionally, "Innovation" ranked fifth with a weighted mean of 2.50, indicating that while faculty and staff generally agree that the organization encourages innovation, there may be some room for improvement in fostering a more innovative culture. Faculty development and interpersonal harmony were cited as key strengths of the organization's culture, and while faculty generally agree that the school encourages innovation, there may be some room for improvement in fostering a more innovative culture. Faculty have shown that variables that fulfill their professional development are more motivating than those that fulfill their interpersonal climate. This is followed by student orientation as well as social responsibility, and finally innovation. Factors that motivate them to develop as individuals and professionals motivate them more than interpersonal interactions as well as team building. Research of Wang et al. (2019) proved that teachers are more inclined to fulfill high-level psychological needs such as self-development. Therefore, schools should pay more attention to teachers' personal growth and development as well as encourage the cultivation of an innovative culture to enhance teachers' satisfaction and performance.

Table 2

Summary Table on Human Resources Practices

Indicators	Weighted Mean	Verbal Interpretation	Rank
Staffing	2.58	Agree	2
In-depth Training	2.50	Agree	6
Internal Mobility	2.49	Disagree	8
Occupational Safety	2.50	Agree	6
Occupational Description	2.50	Agree	6
Performance Evaluation	2.54	Agree	3
Incentive Rewards	2.62	Agree	1
Employee Engagement	2.51	Agree	4
Composite Mean	2.53	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 provides a comprehensive picture of the Organization's human resources practices. The composite mean of 2.53 falls into the "Agree" category, indicating an overall positive perception of the Organization's human resources practices. The highest scoring indicator was "incentive rewards" (2.62), while "staffing" (2.58), "performance appraisal" (2.54), "in-depth training" (2.50), and "career descriptions" (2.50) were categorized as "Agree", which suggests that the arts teachers generally have a positive view of the organization's compensation, staffing methods, and performance appraisal procedures, and expressed a reward system and recruitment process some degree of satisfaction that training opportunities and clear career descriptions are available at the school, as well as the school's focus on clarity and fairness in assessing teacher performance. Meanwhile, 'internal mobility' (2.49) falls into the 'disagree' category. falls under the "disagree" category. This suggests that art teachers are generally satisfied with the organization's compensation, recruitment, and performance evaluation processes. This reflects the clarity and fairness of these systems. However, concerns regarding internal mobility indicate

room for improvement in fostering internal career development and advancement opportunities. These studies collectively highlight that strategic human resource management practices play a crucial role not only in enhancing job performance and employee satisfaction but also in ensuring an organization's competitive edge.

Human resource practices significantly impact employee job performance, with training playing a key role in this relationship. This underscores the importance of continuous learning and development opportunities in improving job performance (Manzoor et al., 2019). These indicators underscore the importance of strategic human resource management practices not only in boosting job performance and employee satisfaction but also in securing an organizational competitive advantage. These findings also point to areas that require further research and implementation, particularly in strengthening internal mobility and career development opportunities within universities.

Table 3

Summary Table on Organizational Commitment

Indicators	Weighted Mean	Verbal Interpretation	Rank
Affective Commitment	2.51	Agree	2.5
Continuance Commitment	2.51	Agree	2.5
Normative Commitment	2.56	Agree	1
Composite Mean	2.53	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 provides a summary of Organizational Commitment across three dimensions: Affective Commitment, Continuance Commitment, and Normative Commitment. Normative Commitment obtained the highest weighted mean of 2.56, categorizing it under "Agree" and securing the top position among the three dimensions. This indicates a significant level of commitment among employees based on a sense of moral obligation and loyalty to the organization. Affective Commitment and Continuance Commitment both achieved a weighted mean of 2.51, placing them in the "Agree" category as well. This suggests that employees also exhibit emotional attachment to the organization (Affective Commitment) and recognize the costs associated with leaving (Continuance Commitment), although to a slightly lesser extent compared to Normative Commitment. The composite mean of 2.53 falls within the "Agree" category, indicating an overall positive level of Organizational Commitment across the three dimensions. However, it's essential for organizations to continue nurturing a supportive and ethical work environment to sustain and enhance employees' commitment levels.

Exploring the various dimensions of organizational commitment reveals their profound impact on the relationship between teachers and their schools. Affective commitment describes teachers' emotional attachment, identification, and involvement with their school. Continuance commitment refers to the recognition of the costs associated with leaving the organization. Among these, normative commitment often has the highest average weight, rooted in a sense of moral obligation and loyalty to the organization, driven by the belief that staying at the school is the morally correct action. Teachers commit to their schools largely based on belief and a sense of duty, and this commitment is likely influenced significantly by their personal values and the social impact of their work, aligning with the organization's mission and goals. Schools need to create a supportive and ethical work environment to maintain and enhance teachers' levels of commitment (Grego-Planer, 2019).

Table 4 presents the association between Organizational Culture and Human Resource Practices. The computed r-values indicates a moderate direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the organizational culture, the better is the human resource practices. This is in line with the research by Harrison et al. (2017), which showed that the alignment of human resources with organizational strategy is seen as a source of competitive advantage, largely depending on the organizational culture. A healthy organizational culture is positively correlated with effective human resource management practices. This coincides with the view that a strong organizational culture can reinforce human resource practices.

Table 4

Relationship Between the Organizational Culture and Human Resource Practices

Faculty Development	rho-value	p-value	Interpretation
Staffing	.431**	0.000	Highly Significant
In-depth Training	.472**	0.000	Highly Significant
Internal Mobility	.517**	0.000	Highly Significant
Occupational Safety	.503**	0.000	Highly Significant
Occupational Description	.456**	0.000	Highly Significant
Performance Evaluation	.473**	0.000	Highly Significant
Incentive Rewards	.416**	0.000	Highly Significant
Employee Engagement	.448**	0.000	Highly Significant
Interpersonal Harmony			
Staffing	.533**	0.000	Highly Significant
In-depth Training	.540**	0.000	Highly Significant
Internal Mobility	.496**	0.000	Highly Significant
Occupational Safety	.483**	0.000	Highly Significant
Occupational Description	.483**	0.000	Highly Significant
Performance Evaluation	.470**	0.000	Highly Significant
Incentive Rewards	.484**	0.000	Highly Significant
Employee Engagement	.519**	0.000	Highly Significant
Student Orientation			
Staffing	.443**	0.000	Highly Significant
In-depth Training	.516**	0.000	Highly Significant
Internal Mobility	.471**	0.000	Highly Significant
Occupational Safety	.482**	0.000	Highly Significant
Occupational Description	.520**	0.000	Highly Significant
Performance Evaluation	.478**	0.000	Highly Significant
Incentive Rewards	.523**	0.000	Highly Significant
Employee Engagement	.504**	0.000	Highly Significant
Social Responsibility			
Staffing	.453**	0.000	Highly Significant
In-depth Training	.461**	0.000	Highly Significant
Internal Mobility	.469**	0.000	Highly Significant
Occupational Safety	.398**	0.000	Highly Significant
Occupational Description	.484**	0.000	Highly Significant
Performance Evaluation	.551**	0.000	Highly Significant
Incentive Rewards	.551**	0.000	Highly Significant
Employee Engagement	.445**	0.000	Highly Significant
Innovation			
Staffing	.426**	0.000	Highly Significant
In-depth Training	.547**	0.000	Highly Significant
Internal Mobility	.441**	0.000	Highly Significant
Occupational Safety	.442**	0.000	Highly Significant
Occupational Description	.445**	0.000	Highly Significant
Performance Evaluation	.471**	0.000	Highly Significant
Incentive Rewards	.436**	0.000	Highly Significant
Employee Engagement	.502**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

The role of organizational culture in forming effective human resource practices, which in turn enhance organizational performance, has been highlighted (Sabiu et al., 2019). Moreover, organizational culture can improve the experience of teaching staff, playing a role in strengthening human resource practices (Lee et al., 2023). When schools can establish a positive, supportive, and enriching organizational culture that faculty and staff identify with, it facilitates the advancement of human resource practices and outcomes.

Table 5 shows the association between Organizational Culture and Organizational Commitment. The computed r-values indicates a moderate direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the organizational culture, the more committed in the organization. Research indicates a close connection between organizational culture and organizational commitment. The findings of Dunger (2023) suggested that a well-developed organizational culture can foster greater organizational commitment among employees, with the impact of team cohesion being

particularly significant, aligning with our findings.

Table 5

Relationship Between Organizational Culture and Organizational Commitment

Faculty Development	rho-value	p-value	Interpretation
Affective Commitment	.523**	0.000	Highly Significant
Continuance Commitment	.422**	0.000	Highly Significant
Normative Commitment	.441**	0.000	Highly Significant
Interpersonal Harmony			
Affective Commitment	.527**	0.000	Highly Significant
Continuance Commitment	.486**	0.000	Highly Significant
Normative Commitment	.445**	0.000	Highly Significant
Student Orientation			
Affective Commitment	.489**	0.000	Highly Significant
Continuance Commitment	.505**	0.000	Highly Significant
Normative Commitment	.437**	0.000	Highly Significant
Social Responsibility			
Affective Commitment	.470**	0.000	Highly Significant
Continuance Commitment	.405**	0.000	Highly Significant
Normative Commitment	.408**	0.000	Highly Significant
Innovation			
Affective Commitment	.462**	0.000	Highly Significant
Continuance Commitment	.416**	0.000	Highly Significant
Normative Commitment	.450**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Concurrently, Krajcsák (2018) posited that under the reinforcement of a hierarchical culture, personal factors such as self-esteem and self-efficacy are crucial for cultivating different types of commitment, thereby highlighting the intricate relationship between organizational culture and commitment. These studies collectively emphasize the pivotal role of organizational culture in enhancing organizational commitment. A healthy organizational culture can not only elevate the commitment levels of teaching staff but also help retain talent and create a positive work environment conducive to achieving organizational goals.

Table 6

Relationship Between Human Resource Practices and Organizational Commitment

Staffing	rho-value	p-value	Interpretation
Affective Commitment	.514**	0.000	Highly Significant
Continuance Commitment	.490**	0.000	Highly Significant
Normative Commitment	.438**	0.000	Highly Significant
In-depth Training			
Affective Commitment	.522**	0.000	Highly Significant
Continuance Commitment	.437**	0.000	Highly Significant
Normative Commitment	.498**	0.000	Highly Significant
Internal Mobility			
Affective Commitment	.488**	0.000	Highly Significant
Continuance Commitment	.483**	0.000	Highly Significant
Normative Commitment	.396**	0.000	Highly Significant
Occupational Safety			
Affective Commitment	.507**	0.000	Highly Significant
Continuance Commitment	.467**	0.000	Highly Significant
Normative Commitment	.400**	0.000	Highly Significant
Occupational Description			
Affective Commitment	.460**	0.000	Highly Significant
Continuance Commitment	.547**	0.000	Highly Significant
Normative Commitment	.435**	0.000	Highly Significant
Performance Evaluation			
Affective Commitment	.497**	0.000	Highly Significant
Continuance Commitment	.432**	0.000	Highly Significant
Normative Commitment	.381**	0.000	Highly Significant

Incentive Rewards			
Affective Commitment	.449**	0.000	Highly Significant
Continuance Commitment	.488**	0.000	Highly Significant
Normative Commitment	.475**	0.000	Highly Significant
Employee Engagement			
Affective Commitment	.529**	0.000	Highly Significant
Continuance Commitment	.485**	0.000	Highly Significant
Normative Commitment	.481**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 displays the association between Human Resource Practices and Organizational Commitment. The computed r-values indicates a moderate direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the human resources practices, the more committed in the organization. The relationship between human resource management practices and organizational commitment is a topic of significant interest within the academic community, reflecting a consensus that better human resource practices are associated with higher levels of organizational commitment. Research by Ferreira-Oliveira et al. (2020) demonstrated that human resource practices, such as job analysis and design, employee satisfaction, and competitive advantage, contribute to enhancing employees' commitment to their work and organization. Additionally, human resource practices mediated by trust can lead to higher organizational commitment, highlighting the mediating role of organizational trust between the human resource management system and affective commitment (Elrehail et al., 2020). These findings align with our results. By fostering a supportive and trusting organizational environment through strategic human resource practices, organizations can significantly increase employee commitment and promote organizational success.

4. Conclusion and recommendations

Teachers generally hold positive attitudes toward the school's organizational culture, human resource practices, and organizational commitment. They are able to develop professionally while maintaining harmonious interpersonal relationships. They express satisfaction with the organization's compensation, recruitment, and performance evaluation processes. Furthermore, the commitments made by teachers are significantly high, based on a sense of moral obligation and loyalty to the organization. They also demonstrate emotional attachment to the organization and recognize the costs associated with leaving. There is a moderate correlation among the three variables, indicating that better construction of school organizational culture leads to better human resource practices, and higher organizational commitment among art teachers. The teacher development program is proposed to enhance the organizational culture, human resource practices, and organizational commitment at Chinese universities.

Chinese universities may conduct a comprehensive assessment of existing faculty development programs to evaluate their alignment with the positive organizational culture observed among art teachers. School administrators may customize their own faculty development programs by integrating assessments of the three key variables mentioned. Further research on additional demographic variables may deepen understanding of how demographic characteristics impact organizational culture, human resource practices, and organizational commitment within universities. Future studies may also explore the impact of other variables such as job performance and job satisfaction on the organizational culture and commitment within Chinese universities. Considering the nuances brought by age, tenure, and educational background, future researchers may investigate which factors significantly predict job effectiveness among art teachers in Chinese universities. Recommendations for faculty development programs aimed at improving organizational culture, human resource practices, and organizational commitment may be discussed and utilized.

5. References

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