

EDUCATIONAL LEADERSHIP MANAGEMENT AND ORGANIZATIONAL COMMITMENT OF PUBLIC ELEMENTARY SCHOOL TEACHERS

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Abstract. The study aimed to determine the level of educational leadership management and the level of organizational commitment of public elementary school teachers. This study employed a non-experimental quantitative research design utilizing descriptive-correlation method. Validated questionnaire and Universal sampling procedure were utilized considering the minimal number of teachers in the research locale. Two hundred fifty (250) public elementary school teachers were the respondents of the study. Using mean, pearson-r, and regression analysis, the findings revealed that the educational leadership management was high while the level of organizational commitment of public elementary school teachers was also high. Moreover, the overall results disclosed that indicators for educational leadership management were positively correlated to the organizational commitment of public elementary school teachers. Further, results from the regression analysis revealed the following have a strong influence of educational leadership management on the organizational commitment of public elementary school teachers: instructional, democratic, coaching, and transformational style. It is recommended to provide opportunities for professional development and offer regular professional development opportunities that align with teachers' needs and aspirations. These can include workshops, seminars, conferences, or mentoring programs. Providing teachers with opportunities to grow professionally and enhance their skills can increase their commitment to the organization.

KEY WORDS

1. Educational leadership management.
2. organizational commitment.
3. transformational style.

1. Introduction

Leadership skills condition the educational management among teachers. Educational leadership management practices influence people and need information. The importance of educational leadership and management accumulate the knowledge and purpose of the school system. It identifies and seeks contribution to distinct educational leadership and management.

It analyzes. and assesses educational management and leadership. It strengthens educational leadership and management function and status in the school system. It analyzes the strength and affirms contributions and concepts in educational management and leadership. Likewise, the educational transformation perspective management success prevails a systematic change

in educational model. It distinguishes innovation transformation of education in maintaining the model of educational management system and leadership. It reforms traditional teaching and substance learning process structure of educational organization. It stresses educational transformation to determine sustainable strategy in educational leadership and management success in school organization. The perceived gaps, challenges, and issues in educational leadership management and its contribution to school organization success provide perspective transformation with school partners to tackle the toughest challenge in educational leadership management. This can build a better relationship in educational organization and level. Different ideas and exchange of thoughts that bring confusion due to personal interest where it does not help in educational leadership management practices and success. The work is necessary in building and understanding priorities, issues, and challenges that a leader may face in various groups and large systems of organization and educational leadership management contribution. In the global perspectives, a leader in the classroom can diagnose the challenges and issues of the organization which can improve adaptive change and needs. Managing a school organization is a big challenge and issues in school management success in educational leadership. It transforms the system in school organization with support and tools of technology process to make things easy (Mallillin Paraiso, 2022). To succeed there must be emerging demand in educational leadership management and success in the school organization. It explores the success and challenges of a leader in the management process. The educational leadership management and its contribution to school success deals with proper utilization of strategies to analyze the challenges and mindset of the framework pedagogy in the approach of school educational leadership and management practices. The challenges and issues can be professional development, skills in leadership, and adjustment in school culture and community (Tirri, et. al., 2021). In national scene, effective leaders for lasting change learn about their organizational systems, utilize knowledge and social/political capital, and motivate members of their organization to learn together for positive change (Lazcano, et. al., 2022). They will be guided through policies and guidelines set in school and students to comply. This is a proof of good leadership in the educational system that directs and makes experiences for student impact and performance. A good leadership in school enables better practice in a school wide expertise in teaching to achieve the order of progress among learners. It is a driven leadership principle that defines its roles in educational leadership. Educational leadership is essential in benchmarking and understanding effective good leadership lasting change (Luedi, 2022). It evolves educational leadership transformation in the impact of determining the empirical insights of school change evolution and learning. It develops and stresses essential model transformation perspective practice in the educational organization. It supports the decision and model transformation perspective leadership to regulate expectations and experiences of the student school system. It provides insights and impacts transformation leadership in school perspective and advantage. It develops a design for transformation in education roadmap to regulate and integrate necessary change evolution of leadership learning and strategies (Mohamed, et. al., 2022). In Davao City, particularly in Maa District, school heads often lead by example, although it is usually admired in politics, employees prefer a servant leader. They have high integrity and lead with generosity The work is necessary in building and understanding priorities, issues, and challenges that a leader may face in various groups and large systems of organization and educational leadership management contribution. A leader in the classroom

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success in educational leadership. It transforms the system in school organization with support and tools of technology process to make things easy (Mallillin Paraiso, 2022).

2. Methodology

This chapter discusses the research methods, which give direction in this investigation. It includes the research design, research respondents of the study, research instrument and the data gathering procedures.

2.1. Research Design—This study used the non-experimental quantitative research design utilizing correlational method. According to Palayon (2019), descriptive correlational method is used to determine the relationship between two or more variables and to ascertain their relationship. More to the point, Austria (2021) emphasizes that this method is used since the study provides a description of individuals and aims to explain the nature of the data. This study is descriptive in nature since it assesses educational leadership management and organizational commitment of public elementary school teachers in Maa District, Division of Davao City. This is correlational since it determines educational leadership management and organizational commitment of public elementary school teachers.

2.2. Research Respondents—This study was conducted in the (7) schools of Maa District, Division of Davao City. The respondents were composed of 120-selected teachers of Maa District, Division of Davao City. They have been in the service for at least five to ten years teaching experiences in the Department of Education (DepED) and have said something on the education leadership management and organizational commitment of public elementary school teachers. Random sampling technique was employed in this study. However, Langub Elementary School and Magtuod Elementary School with 100 percent of respondents were involved. For the rest of the schools, fifty

percent were given the questionnaires. The schools are equidistantly located in the whole district, which can be reached by means of land transportation facilities. The environment is conducive to educational research.

2.3. Research Instrument—This study adapted a questionnaire on educational leadership management which was patterned and adapted by the researcher from Lewin Leadership Theory (1939) as cited by Mallillin, et. al., (2023). He found that participative leadership, also known as democratic leadership, is typically the most effective leadership style. Democratic leaders offer guidance to group members, but they also participate in the group and allow input from other group members. These group members are to participate but retain the final say in the decision-making process. This is supported by Organizational Commitment Model by Meyer (1997) as cited by Aslamiah (2019). A leading theory related to organizational commitment is the three-component theory, in which an employee's commitment profile is the interaction between their levels of affective, normative, and continuance commitment. The questionnaire was modified mainly through the researcher's preferences to suit the needs of the study. The adapted questionnaire was validated by the experts from the DepEd-Division of Davao City. Validity of the instrument was ensured through expert's opinions and pilot testing. To ensure the reliability of the instrument, a pilot test was conducted through calculating the

value of Cronbach’s Alpha with the obtained values of 0.694. The questionnaire was divided into two (2) parts, educational leadership management and organizational commitment of public elementary school teachers. Hence, the Cronbach’s value of the construct has met the minimum reliability of 0.684, it means that the measures used are consistent enough for the study. In terms of instrument’s face validity, the items were modified to suit the purpose of this study and were validated by experts. The questionnaire was presented to the adviser for comments, corrections, and suggestions. Part 1 of the questionnaire contained the items on

educational leadership management with the following democratic leadership style, instructional leadership style, authoritative leadership style, coaching leadership style, and transformational leadership style school. Part 2 pertained to the organizational commitment of public elementary school teachers with the dimensions, namely: teaching work, teaching occupation; and commitment to work. The perceptions of the respondents on the educational leadership and organizational commitment of public elementary school teachers were based on the following Five-point Likert rating scales:

Range	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	Educational leadership management and organizational commitment of teachers is always evident.
3.40-4.19	High	Educational leadership management and organizational commitment of teachers is oftentimes evident.
2.60-3.39	Moderate	Educational leadership management and organizational commitment of teachers is sometimes evident.
1.80-2.59	Low	Educational leadership management and organizational commitment of teachers is rarely evident.
1.00-1.79	Very Low	Educational leadership management and organizational commitment of teachers is not evident.

2.4. Data Gathering Procedure—1. Permission to conduct study. The researcher wrote a letter asking permission from the Dean of Graduate School to conduct this research study. The researcher secured a permit to conduct the study from the Office of the Schools Division Superintendent of the Division of Davao City through channels to the Office of the Public Schools District Supervisor (PSDS) of the different schools. 2. Distribution and retrieval of questionnaires. Upon approval of the permit to conduct the study, the sets of questionnaires

were sent to the respondents via google forms and through email-add of the school heads and teachers. The questionnaires were retrieved right after the respondents were through answering the questions and sent them back through researcher’s email-add or messenger. 3. Collection and statistical treatment of data. The data was collected during the Corona Virus Pandemic (COVID-19) time; therefore, the collection of data was based on the protocols set by the Inter-Agency Task Force (IATF) standards. It is a task force organized by the executive of

the Philippine government to respond to affairs concerning emerging infectious diseases in the Philippine which was convened in January 2023. The collection of data was conducted following the protocols of IATF to avoid being contaminated and infected by COVID-19. For some participants who missed answering the ques-

tionnaire, the video call, via messenger, viber, zoom or goggle meet were used to gather the data or responses of the participants. These were submitted to the statistician for analysis. The researcher together with the statistician tabulated the data, analyzed, and subjected them for statistical analysis.

2.5. *Data Analysis*—The following statistical tools were used in the analysis and interpretation of the responses in this study: Mean. It was used to determine the level of educational leadership management and organizational commitment of public elementary school teachers in Maa District, Division of Davao City. Pearson Product Moment Correlation Coefficient (Pearson-r). This statistical tool was used in de-

termining the relationship between educational leadership management and organizational commitment of public elementary school teachers in Maa District, Division of Davao City. Multiple Linear Regression. This was utilized to determine the significant influence of educational leadership management to organizational commitment of public elementary school teachers in Maa District, Division of Davao City.

3. Results and Discussion

Presented in this chapter were the results of the data gathered. Two sets of research were employed to determine the level of educational leadership management and organizational commitment of public elementary school teachers of Maa District, Division of Davao City. The discussion of the results and interpretations were presented accordingly based on the statement of the problems. Presentation of the interpretation was arranged according to the sub-headings: The level of educational leadership management in terms of democratic, instructional, authoritative, coaching, and transformational; the level of organizational commitment of public elementary school teachers in terms of school, teaching work, work group, and teaching profession; and which factors of educational leadership management significantly influence the organizational commitment of public elementary school teachers of Maa District, Division of Davao City.

Summary on the Level of Educational Leadership. Displayed in Table 1 are the data on the summary on the level of educational transformational behavior of public elementary school teachers. The indicators are presented from highest to lowest mean ratings given by the respondents. Transformational style has a mean of (4.22) with a description of very high. Then, it followed by coaching style has gained a mean of (4.20) which also interpreted as very high.

In addition, instructional style revealed a mean of (4.19) which is interpreted of high. Furthermore, authoritative style has acknowledged a mean of (4.17) or high. Finally, the respondents find democratic style with a lowest mean of (4.16), which also interpreted as high. It an overall generated mean of (4.19) or high. Therefore, the level of educational transformation of public elementary school teachers was high.

Table 1. Summary on the Level of Educational Leadership Management

No	Indicators	Mean	Descriptive Equivalent
1	Democratic Style	4.16	High
2	Instructional Style	4.19	High
3	Authoritative Style	4.17	High
4	Coaching Style	4.20	Very High
5	Transformational Style	4.22	Very High
Overall Mean		4.19	High

It can be garnered from the table that coaching and transformational style were very high. Therefore, it is important to foster democratic, instructional, and authoritative educational leadership management among public elementary school teachers in order to establish a cordial rapport with their teachers, which will open up opportunities to enhance teachers' self-efficacy beliefs and teaching effectiveness. This result is consistent with the claim made by Prytula, Noonan, and Hellsten (2013), referenced by Daing (2015), that it is challenging to perform the role

Summary Level on the Organizational Commitment of Public Elementary School Teachers. Offered in table 2 shows the summary level of organizational commitment of public elementary school teachers. The indicator with highest mean is workgroup with a mean of (4.23), interpreted as very high. It is then followed by teaching profession has a mean of (4.21) also identified as very high. Similarly, school obtained a mean of (4.20) described as very high. Lastly, teaching work has the least mean

This finding is consistent with the feeling that of De Jong (2015), commitment to an organization entail holding a strong belief in its objectives and core principles as well as the willingness to put in a lot of work on its behalf. Organizational commitment, which is another name for teacher commitment, is concerned

of instructional leadership since it involves a sizable amount of administrative responsibilities and demands. According to Goodwin, et al., (2003), policy concerns and social forces have contributed to some of the demands placed on school administrators, but they have all led to "leadership issues, including the layering of additional responsibility without corresponding authority, an imbalance between management and leadership despite the expansion of the work week, an increase in ambiguity and complexity, and declining morale and enthusiasm."

of (4.19) described as high. With an overall generated mean of (4.20) or very high, therefore the summary level of organizational commitment was very high as perceived by the public elementary school teachers. This means that the teachers showed a very high commitment in their work, school, workgroup and the teaching profession itself. Organizational commitment is a very important characteristic; therefore, it is a paramount need for the profession of teaching.

with staff cohesion and organizational ideals or goals. In general, public elementary school teachers have valued the school, the teaching profession, the workgroup, and the teaching environment. Each one has been inspired by their constant efforts and observable successes. They have benefited the school and their peers by pro-

Table 2. Summary on the Level of Organizational Commitment of Public Elementary School Teachers

No	Indicators	Mean	Descriptive Equivalent
1	School	4.20	Very High
2	Teaching Work	4.19	High
3	Workgroup	4.23	Very High
4	Teaching Occupation	4.21	Very High
Overall Mean		4.20	Very High

ducing remarkable accomplishments including innovations, research, and practical interventions. They believed that the school’s success depended on their exceptional collaborative efforts and cordial relationships with stakeholders.

Significant Relationship Between the Educational Leadership Management and Organizational Commitment of Public Elementary School Teachers of Maa District, Division of Davao City

Shown in Table 3 is the statistical analysis on the significant relationship between the educational leadership management and organizational commitment of public elementary school

teachers of Maa District, Division of Davao City. Based on the analysis, the overall p-value is equal to 0.000 with an r-value equal to 0.475. This means that there is a moderate positive significant association between the educational leadership management and organizational commitment of public elementary school teachers of Maa District, Division of Davao City. Hence, this study rejects its established null hypothesis. The analysis further implies if the school teacher of Maa District, Division of Davao City performs their educational leadership management skills better, then their organizational commitment to their school will also to an increase.

Table 3. Significant Relationship Between the Educational Leadership Management and Organizational Commitment of Public Elementary School Teachers of Maa District, Division of Davao City

Organizational Commitment	Educational Leadership Management	r	p-value
Democratic	0.335	0.000	Reject
Instructional	0.005	0.937	Accept
Authoritative	0.109	0.085	Accept
Coaching	0.417	0.000	Reject
Transformational	0.402	0.000	Reject
Overall	0.475	0.000	Reject

Consequently, the said analysis highlighted the specific relationship between each factor of educational leadership management and organizational commitment of public elementary

school teachers of Maa District, Division of Davao City. Based on the analysis presented in said table, the Coaching factor of educational leadership management ranked as the top indi-

cator with a p-value of 0.000 and \neg r-value of 0.417. This result implies that there is a moderate positive significant relationship between the coaching factor of educational leadership management and organizational commitment of public elementary school teachers of Maa District, Division of Davao City. This was followed by the Transformational factor of educational leadership management obtaining a p-value of 0.000 and \neg r-value of 0.402. Still, this means that there is a moderate positive significant relationship between the transformational factor of educational leadership management and organizational commitment of public elementary school teachers of Maa District, Division of Davao City. The third one is the Democratic factor of educational leadership management obtaining a p-value of 0.000 and \neg r-value of 0.335. This means that there is a weak positive significant relationship between the democratic factor of educational leadership management and organizational commitment of public elementary school teachers of Maa District, Division of Davao City. On the other hand, two factors of educational leadership management

do not have significant relationship to organizational commitment of public elementary school teachers of Maa District, Division of Davao City. These are the Instructional factor of educational leadership management obtaining a p-value of 0.937 and \neg r-value of 0.005, and the Authoritative factor of educational leadership management obtaining a p-value of 0.085 and \neg r-value of 0.109.

Regression Analysis on the Significant Influence of the Educational Leadership Management on the Organizational Commitment of Public Elementary School Teachers of Maa District, Division of Davao City

As shown in table 4, the overall regression analysis obtained p-value of 0.000 and F-value equal to 10.069 stating that the educational leadership management skills has a significant influence on the organizational commitment of public elementary school teachers of Maa District, Division of Davao City. This also implies that the regression model used in the analysis of the study is useful and that there is validity in the interpretation on the assumption of the said influences.

Table 4. Regression Analysis on the Significant Influence of the Educational Leadership Management on the Organizational Commitment of Public Elementary School Teachers of Maa District, Division of Davao City

Organizational Commitment Educational Leadership Management	Unstandardized Coefficients		Standardized Coefficients			
	β	Std. Error	Beta	t	Sig.	Decision on Ho
Constant	3.733	.189		19.716	.000	
Democratic	.118	.037	.216	3.203	.002	Reject
Instructional	.010	.033	.019	0.316	.752	Failed to Reject
Authoritative	.118	.034	.308	3.472	.001	Reject
Coaching	.395	.151	1.277	2.616	.009	Reject
Transformational	.370	.161	.829	2.770	.006	Reject

R = 0.414, R² = 0.172, F-Value = 10.069, p-value < .000

Relatively, the regression analysis as presented in the same table shows four (4) out of five (5) factors under educational leadership management significantly influence the organizational commitment of public elementary

school teachers of Maa District, Division of Davao City. Hence, the set null hypothesis of this study that there are no factors of educational leadership management that significantly influence the organizational commitment of public

elementary school teachers of Maa District, Division of Davao City is rejected. Particularly, these factors under the educational leadership management of public elementary school teachers in accordance with their t-value are the Authoritative factor which obtained a t-value equal to 3.472 and a p-value less than 0.001. This was followed by the Democratic factor which obtained a t-value equal to 3.203 and a p-value less than 0.002. Third the Transformational factor which obtained a t-value equal to 2.770 and a p-value less than 0.006, and the last is the Research factor which obtained a t-value equal 2.258 and a p-value less than 0.046. Lastly, the Coaching factor which obtained a t-value equal to 2.616 and a p-value less than 0.009. However, the Instructional factor under the educational leadership management does not significantly influence the organizational commitment of public elementary school teachers of Maa District, Division of Davao City with an obtained t-value equal to 3.203 and a p-value less than 0.002. The t-value of the instructional factor is below the set critical value and the p-values is higher than the set 0.05 alpha value. Moreover, the established results of the regression analysis garnered an R2 equal to 0.172. This means that 17.2 percent ascribed to the significance influence of educational leadership management that significantly influenced the organizational commitment of public elementary school teachers of Maa District, Division of Davao City. This 17.2 percent variation in the organizational commitment of public elementary school teachers is accounted for by educational leadership management, which implies that these skills are a major factor affecting performance according to the regression analysis. Thus, the other 82.8 percent is ascribed to the other indicators not stipulated in the study. Particularly, these indicators could be included to determine that they might have stipulated influence on the organizational commitment of public elementary school teachers. In addition, the 32.5 percent "unexplained" variance indicates a need for further research to identify additional factors that could be affecting organizational commitment of public elementary school teachers. This also suggests that while educational leadership management skills are significant, they are not the only factors at play.

4. Conclusions and Recommendations

This section presents the findings of the study based on the data outcome. The conclusions drawn from the findings of the study are likewise outlined in this section. To maximize the significant contribution of this study, the researcher has laid down recommendations in this chapter.

4.1. Findings—This non-experimental research using correlation design in this study aimed to determine the level of educational leadership management and organizational commitment of public elementary school teachers. Specifically, this study aimed to determine the level of educational leadership management in terms of democratic, instructional, authoritative, coaching, and transformational style. Moreover, this also identified the level of organizational commitment of public elementary school teachers in terms of regard for school, teaching work, workgroup, and teaching professional. Finally, this study determined the significant relationship between the level of educational leadership management and the extent of organizational commitment of public elementary school teachers. Using non-experimental research, the level of educational leadership management and organizational commitment of public elementary school teachers was determined. The respondents of the study were the 250-public elemen-

tary school teachers in Maa District, Division of Davao City. A modified teacher-made survey questionnaire was adopted from the study of Lewin Leadership Theory (1939) as cited by Mallilin, et. al., (2023) and Organizational Commitment Model (1997) as cited by Aslamiah (2019) was utilized as the main instrument of this study. After thorough analysis, significant findings showed that the level of educational leadership management in terms of democratic, instructional, authoritative, coaching, and transformational style was high. Similarly, the level of organizational commitment of public elementary school teachers in terms of school, teaching work, work group, and teaching profession was very high which means that it was always manifested while in terms of educational leadership management was high. Hence, the level of educational leadership management as demonstrated by public elementary school teachers of Maa District, Division of Davao City was high. Based on the analysis, the overall p-value is equal to 0.000 with an r-value equal to 0.475. This means that there is a moderate positive significant association between the educational leadership management and organizational commitment of public elementary school teachers of Maa District, Division of Davao City. Hence, this study rejects its established null hypothesis. The analysis further implies if the school teacher of Maa District, Division of Davao City performs their educational leadership management skills better, then their organizational commitment to their school will also to an increase. Finally, indicators of educational leadership management such as authoritative, democratic, transformational, and coaching style have significant influence on organizational commitment of public elementary school teachers.

4.2. Conclusions—Based on the findings of this study, the following conclusions were offered: The level of educational leadership management of public elementary school teachers

was high. The level of organizational commitment of public elementary school teachers was very high. There was a strong positive relationship between educational leadership management and organizational commitment of public elementary school teachers based on the indicators. Based on the results revealed, the following indicators have a strong influence of educational leadership management on the organizational commitment of public elementary school teachers: Authoritative, Democratic, Transformational and Coaching Style.

4.3. Recommendations—The following interventions were offered based on the conclusions of the study: Promote effective communication: Encourage open and transparent communication between school administrators, principals, and teachers. This includes regular staff meetings, one-on-one conversations, and opportunities for teachers to provide feedback and share their concerns. Effective communication fosters a sense of trust and collaboration, which can enhance organizational commitment. Provide opportunities for professional development: Offer regular professional development opportunities that align with teachers' needs and aspirations. These can include workshops, seminars, conferences, or mentoring programs. Providing teachers with opportunities to grow professionally and enhance their skills can increase their commitment to the organization. Foster shared decision-making: Involve teachers in decision-making processes that directly impact their work and the overall school environment. Seek their input on matters such as curriculum development, resource allocation, or professional development initiatives. Including teachers in decision-making can help create a sense of ownership and commitment to the organization. Continuously evaluate and improve performance management systems Regularly assess and refine performance management systems to provide constructive feedback, goal-setting, and professional growth opportunities for teachers.

Effective performance management promotes a culture of continuous learning and improvement, enhancing organizational commitment. Future Researchers may use the findings of this as springboard to conduct a study with a similar subject but with a larger scope to explore other dimensions of the study.

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