

THE MEDIATING ROLES OF ORGANIZATIONAL COMMITMENT AND ORGANIZATIONAL CLIMATE ON THE RELATIONSHIP BETWEEN PRINCIPAL LEADERSHIP AND WORK WELL-BEING

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Abstract: The study attempted to investigate the mediating effect of organizational commitment and organizational climate on the relationship between principal leadership and work well-being of Region XI. Using stratified cluster sampling, 400 Senior High School teachers were selected and considered the respondents of the study. Utilizing the descriptive-correlational survey methods, the data collated were analyzed using Mean, Product-Moment correlation, and Path Analysis. Results reveal a significant regression between principal leadership and work well-being, principal leadership and organizational commitment, principal leadership and organizational climate, organizational commitment, and work well-being, and organizational climate and work well-being. The study proved that the relationship between principal leadership and work well-being is partially mediated by organizational commitment and organizational climate. It is recommended that future research will be conducted to identify other factors that mediate the relationship between principal leadership and work well-being.

Keywords: principal leadership, organizational commitment, organizational climate, work well-being, Philippines

Chapter 1

Introduction

Rationale

Work well-being is one of the aspects in the workplace which has been given less consideration by policymakers and educational leaders within the teaching profession (Ekwulugo, 2015). Reports on Teacher Wellbeing Index 2018 showed that 64 percent of educational institutions do not regularly survey their teachers to establish levels of work well-being. When asked if education institutions had the budgets/resources that could be used for teachers' well-being, 48 percent said they did not know, 16 percent said there were resources available, and 36 percent said no financial resources for this (Mc Brearty, 2019). Apparently, there has been difficulty in responding and addressing problems holistically considering teacher's work well-being in this ever-changing education system (Gomendio, 2017).

Providing ample attention on well-being at work offers a priceless chance to help organizations by assisting employed personnel in feeling satisfied, skilled, and contented in their responsibilities (Michaelson et al., 2014). In fact, insight into teacher well-being is vital for a number of purposes. First and foremost, it contributes to a better understanding of teacher careers. Knowing what concerns a teacher makes it easier to design school environments that encourage teachers to stay in the field and discourage them from quitting. Second, a greater understanding of teachers' views regarding school improvements and intervention strategies can be achieved by looking at what they find most satisfying and rewarding. Finally, teachers are significant people in the lives of students, and there is some evidence that teacher well-being has a significant influence on students' socio-emotional adjustment and academic success, at least indirectly. (Varga, 2017).

Meanwhile, it is acknowledged that there is a tangible link between principal leadership and work well-being. Heidmets and Liik (2014) found out that principals' leadership shaped teachers' work well-being. Also, principal leadership affected organizational commitment in a positive way (Aydin et al., 2015). Principal leadership style is also identified as significantly related to organizational climate (Narad et al., 2020). Similarly, it has been confirmed that employees with strong organizational commitment report higher levels of well-being (Meyer, 2011; Chelliah et

al., 2015). In addition, teaching is a challenging profession, and organizational climate can influence the well-being of teachers and organizations (Daniels & Strauss, 2010). The members and children of a school organization, as well as their parents, are affected by the school's organizational climate (Chang et al., 2017).

Numerous studies have been conducted about principal leadership, organizational commitment, organizational climate, and work well-being, such as the study of Berberoglu (2018), Aydin et al. (2015), Narad et al. (2020), and Oztekin et al. (2017). However, most of the existing studies are in bivariate relationships. No studies have been established that show the relationship of the four involved variables. This prompted the researcher to conduct this study to explore the mediating roles of organizational commitment and organizational climate on the relationship between principal leadership and work well-being. Results of this study would serve as the basis for formulating and enhancing DepEd policy and regulation to improve its performance. It may provide insights into what programs or activities are needed to prioritize and be implemented to stimulate teachers'

Work well-being.

Research Objectives

This study determined the mediating roles of organizational commitment and organizational climate on the relationship between principal leadership and the work well-being of SHS teachers. More specifically, it sought to answer the following objectives:

1. To evaluate the level of principal leadership in terms of:
 - 1.1 Practicing professional interaction,
 - 1.2 Fostering participation in decision making,
 - 1.3 Providing individual support,
 - 1.4 Providing intellectual stimulation,
 - 1.5 Articulating school vision and goals, and
 - 1.6 Demonstrating moral perspective.
2. To assess the level of work well-being of SHS Faculty in terms of:
 - 2.1 Workload well-being,
 - 2.2 Organizational well-being, and
 - 2.3 Student interaction well-being.
3. To ascertain the organizational commitment of the SHS Faculty.
4. To assess the organizational climate in the SHS Faculty.
5. To determine the significance of interrelationship among variables associated with work well-being.
6. To determine the significance of mediating roles of organizational commitment and organizational climate on the relationship between principal leadership and work well-being.

Hypothesis

To answer the problem of this study objectively, the following hypotheses were tested:

1. There is no significant relationship between
 - 1.1 principal leadership and work well-being,
 - 1.2 principal leadership and organizational commitment,
 - 1.3 principal leadership and organizational climate,
 - 1.4 organizational commitment and work well-being, and
 - 1.5 organizational climate and work well-being.
2. Organizational commitment and organizational climate have no significant mediating roles on the relationship between principal leadership and work well-being.

Review of Related Literature

This section contains related literature and studies that explain the independent variable, which is the principal leadership, and the dependent variable, which is the work well-being of teachers. The mediating variables such as organizational commitment and organizational climate are also presented. Furthermore, the associations of the involved variables are carefully laid down in this section. More specifically, it contains notions, theories, findings from research and publications, and valuable insights from different authors relevant to the study's related topics that provide substantive proof to support the research objectives, which is essential for the manifestation of understanding in the study. The principal leadership, which is the independent variable, has six observed indicators, namely: practicing professional interaction, fostering participation in decision making, providing individual support, providing intellectual stimulation, articulating school vision and goals, and demonstrating moral perspective (Damanik, 2014). The dependent variable's crucial role is work well-being which has three observed indicators such as workload well-being, organizational well-being, and student interaction well-being (Collie, 2014). Finally, the mediating variable organizational commitment was supported by Meyer and Allen (1991, as cited in Mercurio, 2015). Another mediating variable is the organizational climate which is supported by Furnham and Goodstein (1997).

Principal Leadership

The principal is regarded as the most powerful figure in the educational system. The principal's behavior inside the school is believed to be inextricably tied to the institution's name and fame. He plays a critical part in the school's effectiveness and efficient operation. The principal's leadership style has a significant impact on the school atmosphere and the feelings of teachers within the organization. Principals work together to establish an environment that influences the organization's ultimate goal, such as student performance. However, policymakers and educators consider effective leadership as a means of improving the school and ensuring that teachers remain committed to their jobs. It is also preferred that the leadership style increases teacher dedication to the organization's objectives (Khan, 2018). The achievement or downfall of any educational institution is largely determined by the leadership of the school's principal. The principal's leadership style has a favorable or bad impact on the school's entire environment. A leader is guided by his or her values. What the principal does determines the activities of the school. Students and professors strive to live up to the standards set by the institution's leader. As a result, the principal must bear responsibility for what the staff and students express and foster a school climate conducive to good teaching and learning (Masuku, 2011; Maphoke, 2017).

Principal leadership is crucial since it has an impact on the organization's health. Corporate leaders and management want organizational success, staff engagement, and employee loyalty, according to empirical data from recent research studies. To promote corporate performance, any company needs strong bosses who can favorably affect their employees by improving employee engagement—the relevant determinants associated with leadership (Kieu, 2010; Osbourne & Hammoud, 2017).

Highly committed leaders may hold the key to fostering an atmosphere that promotes business efficiency. Because effective leaders can anticipate organizational attitudes and performance, the question was raised as to whether additional leadership qualities might be predicted in the same way. Senior management commitment, according to research in the management literature, has an even larger influence on organizational behaviors. Top management commitment motivates employees (Al-marri, 2019).

Principals are expected to provide strong instructional leadership in their schools in this period of accountability. They must raise student accomplishment while maintaining order through appropriate student behavior, which may necessitate a shift in school atmosphere and culture (Greenway, 2017).

A school principal is required to use leadership abilities to improve the school's potential for reform in order to better respond to new education policy initiatives (Day & Sammons, 2016). In an Indonesian school system, however, Indonesian school administrators are more likely to focus their efforts on managing than leading. The failure to take on a leadership position appears to be due to a lack of leadership capacity among many principals (Damanik, 2014; Sudarya&Suratno, 2012).

As a leader, the administrator must broaden the school's vision and goal, as well as define and convey them in ways that inspire employees to achieve them. Furthermore, the principal's responsibility as a leader is to comprehend the school's diverse strengths and weaknesses, resources, and unique circumstances to accomplish the school's target goals. The principal's tasks as a manager include planning and budgeting, coordinating and arranging staff, and dealing with and addressing difficulties (Damanik, 2014).

Leadership practice has a profound impact on the type of transformation (Silins & Mulford, 2015). The principal's leadership style in Indonesia has been predominantly authoritarian or paternalistic, which could explain the new regulations' delayed implementation. Transformational leadership techniques may offer an alternative leadership style, as the activities connected with this approach promote autonomy and demanding work, both of which the new system requires. In this study, principal leadership has six variables, namely: practicing professional interaction, fostering participation in decision making, providing individual support, providing intellectual stimulation, articulating school vision and goals, and demonstrating moral perspective (Damanik, 2014).

Practicing professional interaction is one of the indicators of principal leadership. Principals have aided teacher leadership development in a variety of ways, which are often mirrored in their leadership in their daily contacts with teachers. The growth of teacher leadership can be positively influenced by interpersonal relationships based on interactions between principals and teachers. Their day-to-day interactions and communication build these principal–teacher ties (Szeto & Cheng, 2017).

Principals explicitly sharing their expectations with the teachers in their schools were attributed to positive principal–teacher interactions. This is based on the results of the 2003–2004 National Schools and Staffing Survey in the United States (Price, 2012). Administrators may develop teacher leadership by building a school culture through institutional frameworks, official/informal leadership positions or behavior, mentorship, feedback, and modeling both within and outside the classroom, according to other studies (Dohlen & Karvonen, 2018).

Teacher leadership emerged as a result of head teachers' decisions to delegate authority to teachers, resulting in a culture of cooperation, trust, and shared vision. In this way, teacher leadership development in schools would be aided if principals often expressed their perspectives with teachers and built trust via interactions. As a consequence, administrators' vision sharing, which is transmitted through the specific topic of conversation in daily principal–teacher interactions, may be able to assist teachers in developing their leadership abilities (Szeto & Cheng, 2017).

Over the last decade, discussions on "curricular development" have been acknowledged as important professional exchanges between school stakeholders dealing with the decentralization of curriculum decision-making (Law, Galton, & Wan, 2010). Interactions with the principal that are only for the purpose of providing information and administrative concerns, on the other hand, are seen as non-professional, low-level support for teachers' job enactment. To conclude, discussion topics might span from professional interactions like vision sharing, instructional support, and curriculum creation to non-professional contacts like informative updates and administrative issues (Szeto & Cheng, 2017).

High-potential school leaders were also found to be visible and accessible to their teachers, with regular contact and interactions is a key priority (Hulpia, Devos & Van Keer, 2011; Tyler, 2016). Instructors in high-potential schools became more committed to their pupils as a consequence, and they were also more likely to assume leadership responsibilities. A greater incidence of engagement between principals and teachers suggests that teachers are more involved in the decision-making processes of their administrators, resulting in more power-sharing (Hermann, 2016).

Another indicator of principal leadership is *fostering participation in decision-making*. Teachers' participation in decision-making has become a hot topic in recent educational reforms (Hammad, 2017).

Principals may encourage collaboration and teacher leadership by sharing responsibilities with teachers as much as feasible and helping them in building skills that enable collaborative problem-solving. Teachers in collaborative schools are supported in acquiring these skills and learning to use tools that enable them to acquire multiple views and comprehend the complexity involved in making smart judgments by their principals (Kohm & Nance, 2009, Monterosso, 2014).

Teachers will be engaged in the field and remain if they have a sense of community and feel they are serving their school and students succeed. Without question, teachers choose leaders that are open, communicative, participative, collaborative, casual, compassionate and competitive, and pragmatic in their demands with a strong direction for the school - principals who work "with" rather than "through" the teachers (Aunga&Masare, 2017).

Providing individual support is also one of the indicators of principal leadership. Principals should offer moral support, express admiration for individual employees' efforts, and listen to their concerns (Kraft, 2015). Schools are not improved by teachers or principals working alone; schools are improved by teachers and principals working together. Principals are generally anticipated to accelerate their schools in a collaborative and shared decision-making environment with teachers and other members of the staff (Brown, 2016; Schmidt-Davis & Bottoms, 2011).

It is also stated that principal leadership is all about performance growth; more notably, it is all about establishing acceptable and useful corporate directions and doing everything it takes to motivate and encourage employees to follow those instructions (Nzimande, 2019; Soehner& Ryan, 2011). The most critical factor influencing teachers' inclination to stay at their current school is school leadership. Educators who claimed that they planned to stay at their current school were twice as likely to confirm that they work in a safe and supportive atmosphere (Hirsch, Sioberg, & Germuth, 2010). Principals are also expected to *provide intellectual stimulation* to their teachers. The most critical factor influencing teachers' inclination to stay at their current school is school leadership. Teachers who verified that they want to remain at their school to help out educating students were twofold as likely to admit that they work in a welcoming and helpful surrounding (Ekpoh&Asuquo, 2018).

The regularity with which leaders inspire people to be creative in problem solving and solutions is known as intellectual stimulation. When it comes to fixing challenges, the leader can motivate followers to "think beyond the box," resulting in creativity and innovation. Leaders encourage their people to be inventive and creative by questioning assumptions, reframing difficulties, and approaching old situations in new ways. Followers are solicited for fresh ideas and innovative problem-solving solutions, and they are included in problem-solving and solution-finding. They are encouraged to try new approaches, and their suggestions are not disregarded just because they differ from the leaders (Ogola and colleagues, 2017).

Another indicator that needs to be given focus about principal leadership is *articulating school vision and goals*. To establish a strong sense of overall purpose, principals who express their school's vision and goals attempt to obtain an entire agreement on priorities and communicate them to students and employees. They are supposed to work with their students to develop and maintain common school values, vision, mission, and goals. (Mombourquette, 2017). In essence, the principal expresses and follows an educational philosophy founded on sound research, personal experience, and reflection. He leads in harmony with the school authority's visualization and undertaking; he actively participates the school community in recognizing and discussing areas for improvement; and he guarantees that planning, decision-making, and implementation strategies are established on a shared vision and understanding of the school culture. He also analyzes a variety of data to determine progress toward school goals, as well as communicates and celebrates school triumphs to encourage continued growth (Mombourquette, 2017).

The last indicator of principal leadership is *demonstrating a moral perspective*. A school leader is a moral person in that she or he acts on behalf of a larger group of people: the students, their parents, the state (justice, social services, education, health), the society, and the education authority who employs them. School officials and instructors are said to place a premium on interpersonal ties. As an end, school leadership is a moral endeavor by its very character and concentration (Cherkowski et al., 2015).

The school head's major responsibility as a leader and manager is thought to be planning, coordinating, mobilizing, and managing school management (Bergeron, 2011; Sunaengsih et al., 2019). Meanwhile, Pidarta (2009) added that building concepts in planning, strengthening human relationships via verbal teamwork, and sharpening professionalism in doing activities in the field, particularly when solving a problem, are all important skills to master. This ability is commonly utilized in the field to manage subordinates.

The importance of the school principal as an agent in building and maintaining a moral and ethical climate in the school has been fairly recognized in studies. Most of the ethical leadership literature suggests that educational leaders should improve and articulate a much clearer insight into the ethical relevance of their actions and

decisions. Educational leaders have a moral obligation to take the initiative in establishing an ethical atmosphere in which to conduct education (Cherkowski et al., 2015).

The collected inputs regarding principal leadership showcase the relevance of the principals in the school's success. As a school leader, a principal needs to exude a kind of leadership that would serve as an example to his/her subordinates.

Organizational Commitment

Employee commitment to the company has long been believed to be a crucial component in improving private-sector performance and public-sector efficiency and effectiveness in providing services to society. The closer this relationship is to the organization's aim, the more likely it is to be successful (Gomes de Jesus et al., 2015). The organization adjusts to the changing environment when the benefit of building a committed connection is recognized.

Productivity and a higher level of labor and activity, which increases capacity utilization, are dependent on employee involvement and dedication. They are also critical for creating possibilities and utilizing individual and organizational skills, as well as affecting the pace with which environmental/market responses are made, and new technologies and information are internalized (Lizote et al., 2017).

Organizational commitment is defined as a social bond created between a person and the company, consisting of a practical component of identification that impacts a variety of behavioral goals such as readiness, engagement, prolonged dedication, and organizational preservation (Lizote et al., 2017). Employee commitment is associated with improved business performance in organizations. Organizational commitment is a topic that all businesses should be aware of (Al-Jabari & Ghazzawi, 2019).

In addition, at least three fundamental themes emerge from organizational commitment: active involvement with the organization, the anticipated costs of quitting the organization, and the need to remain in the company. Affective, continuous, and normative commitment are the three ways. These three perspectives agree that commitment is a psychological condition characterized by workers' relationships to the company and indicates a decision to continue working in it. These psychological states also have a variety of ramifications for workplace conduct. (Radosavljevic et al., 2017).

The most essential idea that determines turnover, job performance, and organizational performance is organizational commitment. Employee engagement is critical for organizational performance. Commitment is defined as a potential agreement for a specified work under certain conditions and at a specific time.

Organizational commitment refers to an employee's belief and behavior in support of the company. When an employee is honest about his or her duties, given responsibilities, and work, he or she becomes dedicated. Employee commitment to a company is a powerful motivator since it ensures that they will work toward organizational goals while also achieving their personal ambitions (Hafiz, 2017).

Furthermore, employee competency and internal motivation are required for organizational commitment (Aydogdu & Asikgil, 2011; Scales, 2018). Commitment is described as a positive assessment of an organization's aims and structure. He referred to commitment as a "bonding" between the employee and the employer. The higher the amount of commitment, the longer the employee stays with the company, and this effect is also measured by commitment. Employees who are dedicated to their company constantly want to see it succeed (Kumar et al., 2016).

Another definition of organizational commitment is the idea that it affects organizational and employee performance, which has garnered the attention of numerous practitioners and scholars of human resource management (Folorunso et al., 2014). The earlier investigation has discovered that workers who are committed to a variety of justifications, involving a sense of obligation, the costs of leaving the business, and loyalty to organizational principles (Oh, 2019). Organizational commitment is a worldwide concept in which an employee makes an effort, demonstrates alignment with the organization's values and aims, and wishes to be a part of it (Hafiz, 2017).

An employee's enthusiasm to work productively for a company and sustain his or her work is described as commitment (Mueller & Straatmann, 2014). It is an important mindset to have when assessing an employee's intention to leave as well as their value to the company. As a result, performance is the result of employees' activities in a limited number of situations (Hafiz, 2017; Prasetya & Kato, 2011).

Employee performance is a reflection of everyone's perspective, competence, and commitment in completing tasks. Good performance can help a company reach its goals, but it will need more action to achieve organizational performance. Employee performance and company competitiveness are enhanced by organizational commitment (Negin et al., 2013).

Human resources are crucial to organizational effectiveness because they have a significant impact on sustaining competitive organizational advantages through teams of dedicated individuals. Organizational commitment has become one of the most well-known work attitudes investigated by practitioners and researchers because of its considerable influence on organizational outcomes such as job performance (Al Zefeiti & Mohamad, 2017).

Employee commitment to the company is unquestionably one of the attitudes that may lead to outstanding results. Employees who are dedicated to their organization are more likely to be better performers than those who are not since they put in more effort on the firm's behalf to guarantee its success and attempt to fulfill its goals and objectives. Employees with higher commitment ratings are thought to be more motivated and achieve higher levels of success (Berberoglu & Secim, 2015).

When an employee is dedicated to an organization, there are numerous advantages for both the individual and the organization. One advantage it provides to employees is that it has the ability to influence their well-being (Fernandez-Lores, 2015; Meyer & Maltin, 2010). Furthermore, it has been demonstrated to improve employee job satisfaction. Committed employees can help businesses in a variety of ways. They have the ability to make a big impact on an organization's success. Because employees are less inclined to leave the firm, employee turnover is minimized (Luz et al., 2016). Committed staff, on the other hand, can often make things work even without strong methods and are essential for increased production (Shahid & Azhar, 2013). It should lead to better relationships and organizational success. Affective organizational commitment has been proven to be favorably correlated with organizational performance metrics (Cormier, 2016). Organizational commitment has three variables: affective commitment, continuance commitment, and normative commitment (Meyer & Allen, 1991). These variables have been used in this current study.

One of the measures of organizational commitment is affective commitment. It relates to an employee's emotional attachment to, connection with, and involvement in a company. Personal attributes, structural factors, and job experiences are all influenced by it (Kumari & Afroz, 2013). Employees with high degrees of organizational identification are said to have a stronger sense of belonging to their company and are more mentally attached to it.

Affective commitment has a stronger association with any outcome variable, including targeted behavior. Employees who have a strong emotional attachment to the firm stay because they would like to. Employees tend to reciprocate with good views toward the business, including affective ties and loyalty, when they believe that the organization is accountable for them, such as by offering salaries that are greater than the industry norm (Jaros, 2017).

Another sign of organizational commitment is continuity commitment. Continuance commitment also refers to a willingness to stay with the company despite the high-level cost of departing and the advantages of settling. Other employment options are not as appealing as they are now, but if a better job opportunity arises in the future, they will not hesitate to leave their current positions (Saygan, 2011).

Workers are more likely to stay with the same employer because of the financial and non-financial repercussions and benefits. Pensions are one type of financial repercussion, but there are also non-financial ramifications, such as strong relationships with coworkers. As a result, the employee cannot afford to leave the company due to these expenses. An employee's tenure provides the impression that they will lose the benefits they have accrued as a result of their period devoted to the organization and that there are other work alternatives (Tutei et al., 2017).

It is also considered that if an employee is aware of the advantages of working for a company, he or she will remain devoted (Dixit & Bhati, 2012). Before leaving the organization, the worker should have a clear understanding of the true expenses (Khan et al., 2013). Employees who are committed to the institution for a long time are more likely to work hard to attain their goals and objectives. They view themselves as valuable members of the team. By enhancing their job performance, they become more invested in attaining the organization's aims and visions (Irefin & Mechanic, 2014).

Continuity commitment is critical for workers to improve their performance (Lew, 2011). It has to do with whether you stay with or leave a company. It is supposed that a worker recognizes that the price of quitting an organization outweighs the gains of staying. In that instance, the worried employee will intend to stay at the institution rather than leave. Being a part of the group has a number of advantages, the most important of which is the capability to sustain loyalty to the group (Khan et al., 2013).

The last indicator of organizational commitment is normative commitment, which refers to a person's belief in functioning ethically inside the organization (Caballero & Guhao, 2020; Saygan, 2011). Employees exhibit a strong sense of devotion to their workplace and high intensity of loyalty. Such a concept as leaving their organization, in their perspective, has not been accepted. They stick with the company because it is the correct action to do. Individuals' work conduct is described as normative commitment, which is guided by a sense of responsibility, obligation, and devotion to the company (Meyer & Parfyonova, 2010; Yahaya & Ebrahim, 2016). Members of an organization are dedicated to it because of moral grounds (Emami & Darabi, 2012). The normative committed employee feels it is ethically proper to stay in the company regardless of how much progress or happiness the organization offers them over time.

Official rules governing reciprocal obligation between the organization and its members influence the degree of normative organizational commitment (Ravichandran & Kodian, 2017). The reciprocal responsibility is based on the social exchange theory, which argues that when someone obtains a benefit, they have a strong normative responsibility or rule to repay the advantage in some way (Al-Jabari & Ghazzawi, 2019; Kaplan et al., 2012). This implies that employees often feel obligated to repay the firm for its investments in them, such as training and development.

The importance of organizational commitment among teachers has been highlighted in previous studies. Gokyer (2018) revealed that high school instructors felt totally devoted to teaching, but they were also "often" committed to other subdimensions and the whole scale. More specifically, science teachers were more committed to school development than their counterparts in the social sciences. Teachers in big cities were more committed to their coworkers and school advancement than those in small towns. Teacher aspirants were more committed to a sense of responsibility than teachers and specialists.

Hamid et al. (2013) reported that the majority of teachers, 86.9% (225), believe they have a reasonable level of organizational commitment. With a frequency of 33, the remaining 12.7 percent exhibited a strong level of organizational commitment. This suggests that nearly all of them expressed a moderate to a high level of school commitment.

As presented in the collected literature, organizational commitment among employees is deemed important in any organization. This is also true in the educational setting. The teacher's commitment contributes to the success of the school. Furthermore, the kind of leadership that the teachers are exposed to affects their commitment.

Organizational Climate

Organizational climate is defined in a variety of ways. It relates to how employees view the organization's rules and regulations (Hicks-Clarke & Iles, 2000; Mansoor et al., 2021). A method in which organizational members evaluate and characterize their circumstances and environment in a value-based and attitudinal manner is characterized as organizational climate (Njoku & Modebelu, 2019). In another sense, organizational climate refers to a collection of characteristics that are unique to a specific organization and are influenced by the company's members and surroundings (Attkinson & Frechette, 2009; Mishra, 2014).

Organizational climate has fourteen variables specifically role clarity, respect, communication, reward system, career development, planning and decision making, innovation, relationships, teamwork and support, quality of service, conflict management, commitment and morale, training and learning, and direction (Furnham & Goodstein, 1997). These variables have been used in the conduct of this study.

As one of the indicators of organizational climate, role clarity refers to an individual team member's grasp of their work and the information linked with a certain team function (Poh Li & Mahadevan, 2017). Each team member should understand his or her position and how it relates to other responsibilities in the team. The attitudes of team members toward the team will be influenced by their comprehension of each other's roles. This fosters teamwork and a sense of belonging, as well as autonomy, ownership, job satisfaction, self-accountability, and dedication to the project's, organization's, and team's success (Magpili & Pazos, 2017). Role clarity has been found to improve employee work satisfaction, organizational commitment, lower work stress, lower exhaustion, fewer intention to quit, and colleague enjoyment, as well as being an important factor in improving employee performance (Foote et al., 2005).

Another indication of corporate climate is communication. All administrative tasks need communication as a way of conveying information and making oneself known by others. It is the process of conveying information and establishing a shared understanding from one person to another. It is the formation of exchange of thoughts, ideas, emotions, and understanding between sender(s) and receiver(s). It is required for the establishment and maintenance of professional relationships (Adu-Oppong & Agyin-Birikorang, 2014).

Although principals spend the majority of their time communicating (sending and receiving information), it is impossible to presume that all exchanges are useful. Before communication can take place, information and understanding must travel between the sender and the intended receiver. For improved productivity and attainment of an organization's goals, effective communication is an art that must be performed in the workplace. It is a significant problem for principals since they are accountable for delivering information that enables businesses to work efficiently and effectively (Adu-Oppong & Agyin-Birikorang, 2014).

Whether they are planning and organizing or leading and monitoring, administrators engage with and through other people. This indicates that one's ability to communicate has an impact on personal and organizational effectiveness. To be successful as an administrator, one must have excellent communication skills (Massa & Mengjo, 2016).

In order to influence motivation, rewards might be employed. The literature on reward systems has expanded to consist of non-monetary incentives. These are similarly crucial for directing and shaping desirable actions (Van Eerde, 2017); however, reward systems normally refer to the provision of pay.

A reward system refers to the methods and techniques by which businesses distribute employee awards, such as yearly wage hikes. A reward system should meet the objectives of an organization's plan while also being appealing, cost-effective, and equitable. There are numerous versions that may be created using a combination of fixed, variable, and indirect incentives (Mabaso, 2017).

It is critical to examine two aspects inside a given system: First, there's the reward kind, which can be monetary or non-monetary, and permanent or conditional on a given criterion. Second, the incentive guidelines, standards, and beliefs that are used to assign prizes, such as individual or team performance. Employees come to an agreement on performance, job inputs, and human capital as criteria in various nations across the world (Van Eerde, 2015).

As one of the indicators of organizational climate, career development relates to how employee ambitions are compared to business needs. It improves an employee's job performance. Employee career development is linked to the growth of an organization. It can be accomplished with the help of the organization. Organizations can help people advance in their careers by offering appropriate guidance and training (Saeed et al., 2013).

Organizations can use a variety of techniques to keep employees happy and keep them on the job (Das & Baruah, 2013). Not only does organizational support matter for career advancement, but so does the employee's position. To boost their production efficiency in the twenty-first century, every firm must focus on employees' career development needs (Saeed et al., 2013).

Organizational climate is also determined by planning and decision-making. Decision-making is one of the most difficult tasks confronting an organization's managers. Because making the right decisions affects the company's results, it is indeed critical to keep developing this talent. The problem, objectives, alternatives, evaluation, and implementation of choice are all part of the decision-making process. For successful decision-making planning, it is critical to understand these aspects, as well as the decision maker's attributes, organizational culture, autonomy level, and hierarchical level of decision-maker, decision time period, and amount of corporate alignment (Shimizu, 2010). One of the aspects that affect the organizational climate is innovation. Workplace innovation is becoming a more essential predictor of an organization's performance, success, and long-term survival. As companies try to harness their workers' ideas and proposals, it is self-evident that the process of idea creation and execution has become a source of distinct competitive advantage. On the other hand, innovation is a multi-level, emergent phenomenon that develops through time. Skilled leadership is necessary to enjoy the benefits of new and improved ways of functioning (Fetrati & Nielsen, 2018).

Leaders are important in creating an environment that encourages innovation (Isaksen, 2017). In 2007, a meta-analysis identified 13 main factors of an innovative climate. Positive interpersonal engagement, intellectual stimulation, and challenge were the most important characteristics (Isaksen & Akkermans, 2011). Positive interpersonal connections were characterized by a strong sense of togetherness among peers and a lack of disruptive internal politics. Furthermore, the presence of intellectual stimulation, which encourages robust debate and discussion of ideas, has been demonstrated to be essential for innovation. Finally, when employees' responsibilities provide enough challenge, intricacy, and curiosity, innovation grows (Australian Psychological Association, 2012).

In every organization, relationships, particularly interpersonal relationships, play a crucial role. As a result, it is one of the organizational climate indicators. Relationships are a part of who we are and what we are made of. Nearly a third of a person's life is spent in the workplace. Their demeanor and overall behavior are affected if their relationships are strained (Velmurugan, 2016).

Relationships between employees and management are critical in every business. Human relations is the process of training employees, meeting their needs, establishing a working culture, and resolving conflicts among coworkers or between coworkers and management (Petryni, 2019). Employee motivation is vital for maintaining productivity, and workplace connections supply that motivation. Employees who care about their work and the well-being of their coworkers are more productive than those who do not.

Teamwork and support are indicators of organizational climate because they refer to work done by a group of people, each doing their bit but all putting the group's efficiency ahead of their own (Poh Li & Mahadevan, 2017). When employees work together as a team, they learn that mindfulness is based on personal experiences and coworkers. The fundamental objective of organizations is to sustain team effort in order to achieve output and quality; the team is crucial to quality production. Several firms have found that working together is advantageous (Kozlowski & Bell, 2013).

Affiliation with teamwork is stated to provide individuals with a feeling of belonging, collaboration, and attainment acknowledgment (Plamnek, 2008). These acts help to alleviate team members' feelings of isolation in the workplace. Successful teams can also boost effectiveness by increasing interaction and belief among team members, improving work conditions, and reducing absenteeism, all of which have a beneficial influence on the team.

Another indicator of organizational climate is quality of service. Service is a set of behaviors that naturally occur in interactions between customers and employees, physical resources, commodities, and even service providers' systems that address customer issues. An action or benefit supplied by one person to another is referred to as a service (Monavarian & Amiri, 2005; Poor et al., 2013). In the service industry, the willingness to provide high-quality services is critical. Service quality is crucial to the existence and achievement of such businesses, and it is also a viable business strategy (Poor et al., 2013). It is proposed that similar to the manufacturing industry, the service quality factor be used in the education sector (Deming, 2000; Nazarian et al., 2012).

Conflict management is an important aspect of organizational climate. It is an important talent to have, especially if you are not involved in the actual disagreement but are in charge of one or more of the parties involved. The human conflict originates when one or more of our most basic bodily or psychological needs are unheard, unmet,

violated, or seen to be violated in some way; it is resolved when the person accepts or recognizes and corrects the 'violation' in an acceptable manner (Mosaic, 2010).

Employee conflict is a typical occurrence in the workplace, and it is caused by disagreements in employees' qualities and morals (Brookins & Media, 2008; Isa, 2015). Maintaining a healthy work environment necessitates prompt resolution of employee disputes. Believing that a minor conflict will go away is a mistake because tiny conflicts can quickly escalate into significant issues if not addressed properly. Managers should be aware of the most typical causes of employee conflict to find a solution before the situation becomes out of hand.

Constructive feedback-managed conflict promotes positive performance, but destructively managed conflict heats up the workplace, resulting in upheaval and division of the entire group, as well as lower productivity and job performance (Akanji, 2005; Longe, 2015). This shows that well-managed conflict attempts to enhance organizations and boost workplace effectiveness.

Good conflict management tactics show flaws in the organization's choices, which may push the organization to make modifications and look for constructive alternatives. Hence, management has an obligation to successfully resolve a disagreement in order to increase organizational performance by improving communication, time management, cooperation, and corporate productivity (Obasan, 2011; Longe, 2015).

Organizational climate is also measured by employee commitment and morale. Commitment is a psychological state that describes an employee's relationship with an organization and has ramifications for their continued membership (Meyer & Allen, 1997; Al Zefeiti, 2017). Morale, on the other hand, is a nebulous concept that encompasses feelings, emotions, attitudes, and viewpoints of the company and its people. Discipline, confidence, and a drive to perform are typically associated with high morale (Shaban et al., 2017).

Every organization faces new problems in today's competitive and dynamic world, including achieving competitive organizational performance and developing a dedicated staff. In today's competitive world, no firm can achieve its full potential unless each employee is fully dedicated to the company's goals (Addae& Wang, 2006; Salah, 2015). Employees who are loyal to an organization make a bond with it, which improves its performance. If they have an emotional attachment to their job, other employees, and the company, they perform better and serve the organization better (Bin Shmailan, 2015).

Furthermore, recent research has revealed that high commitment activities can complement each other and indicate a broader commitment strategy. In addition, high-commitment work habits boost performance, labor productivity, and service quality. Employee dedication is a critical part of their profession, according to several research (Andrew, 2017).

The morale of employees is one issue that must be addressed in an organizational climate. High morale leads to increased output. Managers must endeavor to boost employee morale since a positive work environment fosters productivity and makes it easier for the company to achieve its objectives. Low morale, on the other hand, contributes to low production. Job instability, a lack of a fair pay policy, unpredictable business conditions, and excessive outsourcing practices are all contributing causes to low morale (Shaban et al., 2017).

Training and learning are other measures of organizational climate. A trainer, content-based approach that results in targeted behavioral changes is referred to as training. Learning, as opposed to training, is a more general term that encompasses both training and education. It is a self-directed, work-based approach that leads to increased flexibility (Trinugroho& Lau, 2018).

Employee training provides numerous advantages to employees. They acquire the soft and technical skills that their jobs demand. Fresh university graduates are mostly interested in working for a company that offers extensive training programs for their staff. Still, losing newly trained personnel after a few years is a dangerous proposition for businesses (Feldman 2000; Solomon, 2016). Professionals in the information technology business acknowledge that information is authorized and required to maintain their talents and talent in accordance with market demands.

The majority of employees understand the value of training programs and wish to enhance their pay (Dillich, 2000; Chaudry & Bhaskar, 2016). It is also expected of a fresh graduate who is unprepared for the fast-paced work

environment. Young professionals with entrepreneurial aspirations are aware of their lack of expertise and financial resources; as a result, they seek employment with organizations that offer training programs to help their employees prepare for a brighter future. Employees gain knowledge through training (Jehanzeb& Bashir, 2013; Kumar &Siddika, 2016).

The last indicator of organizational climate is direction. It directs people's actions and ensures that they are carried out to the best of their abilities. Managers accomplish their goals by leading others to complete tasks. It entails superior offering orders and instructions to his subordinates; leading, counseling, and assisting subordinates in suitable work practices; inspiring subordinates to achieve goals through incentives and a pleasant working environment; and supervising subordinates to guarantee plan compliance (IspatGuru, 2015).

Strategic direction is also identified as tactical intent when it comes to direction. It is a brief statement that explains where the company intends to go in the future. This is the long-term vision of an organization's top management. Strategic direction is a declaration of intent and direction. The idea is to keep a company's competitive edge going. It is the system that allows public organizations to maintain high performance despite resource and competency constraints. When a company sets lofty goals and focuses on competitive tactics to attain them, this is feasible (Ng'ang'a, n.d.).

Sidiq (2015) claimed that a favorable and comfortable organizational atmosphere is one in which employees feel comfortable and positive about 75 percent of the time. Five variables can be used to assess the organizational environment in schools: responsibility, identity, warmth, support, and conflict. If 75 percent of the time, the organizational climate is favorable, it is termed to be conducive.

The gathered literature and studies about organizational climate show its significance in the workplace. Teachers need to be in a positive organizational climate to carry out their tasks. Also, the people involved in an organization have a contribution to attaining a positive organizational climate.

Work Well-being

Teachers' work revolves around the education of children and young people, and learner achievement underlies teachers' everyday effort, excitement, and devotion. Teachers are widely considered as the most essential in-school factor influencing student achievement, contentment, and success. The quality of a teacher's work (CESE, 2014; Roy, 2018) and its impact on student achievements are inextricably linked.

One of the earliest significant allusions to well-being was the World Health Organization's constitution, which defined health as a state of complete physical, mental, and social well-being rather than merely the absence of sickness or infirmity (WHO, 2019). This notion of well-being as a medical paradigm has now been greatly enlarged to include economic, psychological, and social components (Ereaut& Whiting, 2008; McCallum et al., n.d).

Two main kinds of well-being have been established in more contemporary conceptualizations of well-being: objective and subjective well-being. The objective components of happiness are often thought to be outside of the person's control. Economic resources, for example, income and goods, political circumstances, and health and literacy, are some of them (Adler & Seligman, 2016). Happiness, emotion, engagement, purpose, life satisfaction, social relationships, competence, and accomplishment are all subjective elements of well-being.

Well-being is described as a process of accumulation. It is an individual's capacity to manage over time the spectrum of both constructive and unwanted inputs that can, in isolation, alter a person's emotional, physical, and cognitive state in response to a specific setting (Gillett-Swan &Sargeant, 2018). It is a psychological and social construct, as well as a constantly changing state. Individuals can reach their full potential, work productively and creatively, form strong and healthy interpersonal relationships, and give back to their communities (Day & Qing, 2009; Zaki, 2018).

While the concept of "well-being" has made its way into educational discourses about student well-being and, more recently, teacher job well-being, some data suggests that there are differing interpretations of the term, mirroring the situation outside of educational circles. Work well-being for teachers is characterized as a person's sense of personal

and professional fulfillment, pleasure, purposefulness, and enjoyment, which is built via collaboration with colleagues and pupils (Acton & Glasgow, 2015).

All stages of the teaching career, beginning with pre-service and pre-service practicum, show an interest in teacher job well-being (Turner & Braine, 2016). Many professionals in many contexts are concerned about their well-being. Teachers' work, however, is distinct from that of other professions, and they are frequently subjected to a slew of government mandates and reforms. It is a constantly shifting environment. Teachers ranked their well-being much lower than other professional vocations such as health, social work, finance, and human resources, according to a study of teaching employees in the United Kingdom (Evans, 2016).

The article "Well teachers, well students" purports to make a similar point, claiming that instructors require a well-being plan to ensure their efficiency in the classroom (McCallum & Price, 2010; Roy, 2018). Teachers who can demonstrate positive practices for students will have a positive impact on their well-being. The popular belief that teacher happiness is linked to student happiness and vice versa is validated by research.

There is a clear association between worker's happiness and workplace productivity. Employers are now aware that promoting employee happiness can result in tangible economic benefits such as increased productivity and performance (Teacher Support Cymru, n.d.). It is also suggested that boosting school performance may have a good impact on teacher happiness and vice versa. It is stated expressly that teacher happiness has an impact on student accomplishment or, on a larger scale, school performance (Day, 2017).

In support of this theory, it was discovered that teacher work well-being accounted for 8 percent of the variation in Standard Assessment Test (SAT) scores in the UK. As a result, it is vital not only for the well-being of the entire school and its kids but also for financial and economic reasons. Teachers who are trained and then quit because their lives are unfulfilled at best and miserable at worst are hurtful to those individuals, harmful to kids, and costly to the public purse (Roffey, 2012). Work well-being has three variables: workload well-being, organizational well-being, and student interaction well-being (Collie, 2014). In determining the work-wellbeing in the conducted study, these identified variables have been used as bases.

Workload well-being is one of the indicators of work well-being. Workload well-being connects to concerns related to tasks and linked stress. According to a 2015 survey, the severe workload was mentioned by 76 percent of teachers as the most common reason for considering leaving the profession. According to a poll conducted by the Association for Teachers and Lecturers, 76% of respondents stated they have contemplated leaving teaching because their workload is too great. Teachers appear to be quitting the field for a variety of reasons, the most common of which is general job satisfaction, as well as aspects such as whether they feel supported and respected by management (Collie, 2014). A fatigued teacher will not be an effective teacher, nor will he or she be able to focus on what matters most — teaching. On average, teachers are expected to spend 20 percent of their time on non-teaching chores that other adults could perform just as well (Allen, 2017).

Working long hours has been documented by the Chartered Institute of Personnel and Development (CIPD, 2001). According to the study, one out of every three partners of persons who work more than 48 hours per week feel that the time spent at work has a completely negative impact on their relationship (Bubb & Early, 2004). 'Good' employers have long recognized the value and cost-effectiveness of providing support to their staff. Employers are very aware that the health and well-being of teachers indirectly affect their recruitment and retention, illness and absenteeism, state of early retirement, value and ideals of teaching, and ultimately the educational involvement and emotional well-being of young people (Litchfield et al., 2016).

As an indication of organizational climate, organizational well-being refers to teachers' opinions of the school as an organization, including perceptions of school leadership and the culture toward teachers and teaching. It is a multifaceted, dynamic, and complicated construct. It is made up of numerous interconnected levels and is influenced by the context. Good planning of new staff recruitment, taking into account actual needs, fosters organizational well-being (Collie, 2015).

Low employee turnover and human resource management that values all employees (including those with impairments) are also characteristics that contribute to organizational well-being (Coli & Rissotto, 2013). People's

well-being and performance, as well as the performance of companies, are influenced by organizational practices that reflect a company's culture. Secondary school teachers' happiness, retention, and performance are best predicted by organizational characteristics (Cameron et al., 2011; Geue, 2017).

Another indicator of work well-being is *student interaction well-being*. It refers to the relationships between teachers and pupils (Collie, 2015). Teachers are significant figures in the lives of students. There is some evidence that teacher happiness has a major impact on children's socio-emotional adjustment and academic success, at least indirectly (Varga, 2017).

While most teachers love teaching and are enthusiastic about their jobs and coworkers, the Office for Standards in Education (2019) found that self-reported work well-being is frequently low to moderate. Teachers' happiness is influenced by positive elements such as school culture and relationships with coworkers. Negative elements such as a heavy workload, a lack of work-life balance, reported inadequate resources, and considered poor leadership support, particularly when it comes to managing pupils' conduct, counteract these.

In a database of 26 occupations, teaching was classified as one of the tops in terms of tension-associated effects. The primary rationale for such outcomes is teachers' emotional interaction with their students (Slee&Skryzpiec, 2016). It appears to be self-evident that forming personal, supporting teacher-student connections necessitates emotional commitment on the part of teachers.

The affective quality of the teacher-student interaction is clearly a significant determinant in kids' school engagement, well-being, and academic performance (Roorda et al., 2017). Personal interactions with children are often regarded to provide instructors with internal incentives and give purpose to their profession. One of the most common motivations for continuing in the profession is the teacher-student relationship (Claessens et al., 2017).

Work well-being, as emphasized in the gathered literature and studies, needs to be given attention. Employees must have a positive work-well being to perform their job efficiently and effectively. Teachers' positive work well-being helps them fulfill their role in their organization and their interaction with their colleagues and their students.

Correlation Between Measures

Principal leadership is said to be linked to teacher job satisfaction. Principals were identified as having a significant impact on teacher well-being, notably in the areas of induction of new teachers, school culture, instructional leadership, and prioritizing of satisfying school needs (Long et al., 2012). Principal leadership shaped teachers' job well-being and emotional commitment to the school, according to Heidmets and Liik (2014). It was agreed that financial incentives, as well as the quality of relationships and management, are essential factors in making teachers happy at work.

In addition, leadership styles are linked to teacher satisfaction at work (Oberle&Schonert-Reichl, 2016; Wachira et al., 2017). The principal is in charge of the school's instructors' well-being (Van der Vyver, 2011; Liebowitz & Porter, 2019). They are the people in charge of leading instructors and ensuring their well-being in the classroom. Principals' responsibility as school heads is to foster a situation that supports teachers' professional well-being (Fouché, 2015).

Furthermore, there is a link between principal leadership and organizational commitment. The findings of a study done by Lipsey and Wilson (2001) and quoted by Aydin et al. (2013) recommend that leadership has a major impact on organizational commitment. Teachers' organizational engagement grows when school principals' leadership behavior improves.

Another further study was undertaken, and the results were the same. School principals were shown to be more likely to use transformational leadership approaches rather than transactional leadership types. In terms of perseverance devotion, teachers had the greatest scores. There were substantial links between principals' transformational and transactional leadership styles and teachers' organizational commitment (Cemaloglu et al., 2012).

Meanwhile, the climate of the organization is connected to principal leadership. The climate of a school is the atmosphere that exists or occurs in a school. The organizational atmosphere of a school can have a significant impact on teachers' and students' teaching and learning activities (Guffey & Higgins-D'Alessandro, 2013). A principal should pay attention and establish a good working environment in the school he leads when carrying out his leadership tasks (Garrett, 2008). This is critical, given how much the school environment affects instructors, students, staff, and many other aspects of teaching and learning in schools.

Apart from principal leadership, teacher work well-being is strongly linked to organizational commitment, such as commitment to their place of employment. Commitment has been defined in a variety of ways over the years (Collie et al., 2015). It is considered as a strength that links a person to a goal (social or non-social) and a path of engagement that is relevant to that goal. Affective attachment and involvement with the target, a sense of commitment to the objective, and recognition of the consequences involved with ceasing participation are all examples of this binding force.

In his investigation, Maltin (2011) verified that the type of commitment does matter. Employees that have an emotionally stable relationship with their job report higher levels of happiness. Existing research has repeatedly found beneficial links between affective commitment and job satisfaction. Organizational commitment is linked to work well-being, which can be explained by the fact that employees' basic requirements are met in the workplace (Slemp et al., 2018).

The organizational climate of teachers is also thought to have a substantial impact on their work well-being. They claim that a bad organizational climate can have a detrimental influence on teacher health and work well-being, which in turn has a negative impact on student academic outcomes. Personality has been linked to employee well-being in Scandinavia, and the organizational atmosphere is most strongly linked to school morale and misery. Teachers in rural schools reported a more pleasant organizational climate and improved well-being in their study (Burns & Machin, 2013; Converso et al., 2019).

Bronfenbrenner's (1992) ecological systems concept, as cited in Price and McCallum (2014), can be used to promote teacher well-being across the entire school community. Schools can capture the intrapersonal, environmental, behavioral, and political dimensions that affect educators by using a social-ecological paradigm. This can help school communities think about the contexts in which they operate, such as the natural/physical, information, social, and cultural surroundings (McCallum & Price, 2016). These environmental factors have a direct impact on creating a positive school climate, which is defined as the nature and quality of school life.

Several studies in the public sector have demonstrated the connection between organizational climate and individual-level work well-being. Leadership and excellent support participation in decision-making and social relationships are the most significant organizational characteristics for satisfied well-being at work (Viitala et al., 2015).

There is some evidence of a link between organizational climate characteristics and work-related well-being parameters. For example, it has been found that there is a substantial association between a favorable organizational climate and a strong sense of coherence, which is associated with a high degree of job satisfaction (Feldt et al., 2000; Jenny et al., 2016). Furthermore, a study found that in an innovative environment, work stress is reduced (Bannon, 2010). A specific type of climate has also been linked to negative behavior. It has been discovered to have a significant impact on employee well-being and organizational effectiveness (Viitala et al., 2015).

The compiled literature and studies present a comprehensive input about principal leadership, organizational commitment, organizational climate, and work well-being. Also, most of the studies presented are showcasing the bivariate relationship of the involved variables. The readings provided the researcher great baseline in conceptualizing the study and contextualizing the questionnaires to fit the local research venue. The presentations and discussions of related studies offered invaluable information on these relationships, which will be beneficial in the professional discussion of the study's findings and the sound formation of the recommendations.

Theoretical Framework

This study is mainly anchored on the sociological theory of symbolic interactionism articulated by Blumer (1969). Other theories such as the Path-Goal theory by House (1971)) and Self-determination Theory by Ryan and Deci (2000) are also aligned to this study. In addition, other propositions involving organizational commitment, principal leadership, organizational climate, and work well-being are mentioned in support of this study.

As the main theory, it is believed that people behave according to their perceptions of the meanings of their world. This is clearly given emphasis in the sociological theory of symbolic interactionism, as stated by Blumer (1969) and Mead (1934). This theory is being used to better comprehend the relationship between instructors and principals, as their continual interaction can lead to misunderstandings and perceptual errors. The way teachers interpret how their principals lead them and how convenient their organizational climate indeed influences their organizational commitment and could affect their work well-being.

Using the sociological theory of symbolic interactionism in the context of principal leadership, the activities of the principal as he strives to lead, as well as the actions of the teachers as they follow, are constantly vulnerable to interpretation, misinterpretation, and perceptual distortion. Teachers and principals, in a sense, are always managing perceptions as they navigate their many obligations within the school setting. Symbolic interactionism investigates how humans build meanings and perceptions in their social environments.

This study is aimed to analyze the meanings teachers and principals generate from their interactions with one another in the framework of teaching, learning, and administration, in line with the perspectives of Blumer (1969) and Mead (1934). The teachers' organizational commitment, which is dependent on how their principals lead them, encapsulates how symbiotic interaction works in the school setting.

The present study also utilized the Path-Goal theory of leadership style. It is defined by House (1971) to explain that leadership style promotes organizational commitment and organizational climate, which affect teacher's work well-being. The Path-Goal Theory explains that leadership styles must interact with followers' (teachers) needs (Northouse, 2016). House (1996) explained that individuals in positions of authority should complement subordinates' organizational commitment and organizational climate by providing the means to attain work goals and job satisfaction (Phillips & Sianjina, 2014).

A leader's behavior is contingent upon the well-being of the followers, and the leader engages in styles that complement subordinates (Northouse, 2016). Leaders adjust to the needs of their followers. Supportive leaders show concern for followers' well-being. Northouse suggested that supportive leaders are friendly and approachable. Leaders that use helpful conduct make work more enjoyable for their followers and regard them as equals.

The study is also supported by the proposition of Jackson et al. (2006), who proposed that wellbeing among teachers has been associated with organizational commitment. In addition, efforts to develop a theory linking organizational commitment and wellbeing have utilized the basis of self-determination theory (SDT), postulating that commitment's links to wellbeing can be explicated, at least in part, by its position as a gauge that workers' fundamental requirements are being met in the workplace (Meyer et al., 2010; Meyer & Maltin, 2010).

Individuals who function in need-supportive settings are more likely than those who operate in non-supportive contexts to have their fundamental psychological needs satisfied and to have greater autonomy in goal-related activities (Gagné & Deci, 2005). According to studies, employees who have their needs fulfilled and feel independently controlled are more committed to their jobs, perform better, and have greater psychological adjustment and well-being (Parfyonova, 2009).

Furthermore, this research is backed up by Harris and Mossholder's (1996) hypothesis, which Park and Kim (2009) have corroborated. They thought that there are links between the corporate atmosphere and employee well-being. Feldt et al. (2000) found a substantial association between a favorable organizational climate and a great atmosphere of consistency, both of which were associated with a high level of job satisfaction. Furthermore, according to Lämsä and Kivimäki (1999), work stress is reduced in an innovative environment. A specific type of climate has also been linked to negative behavior. It has been found to have a substantial influence on employee satisfaction and organizational effectiveness.

Conceptual Framework

Figure 1 shows the conceptual model showing the relationships of the variables. The independent variable is the principal leadership which has six indicators, namely: *practicing professional interaction, fostering participation in decision making, providing individual support, providing intellectual stimulation, articulating school vision and goals, and demonstrating moral perspective* (Damanik, 2014). In this study, *Practicing professional interaction* – principals who are transparent with their students are more likely to build trust, which will lead to progress or change based on mutual understanding. *Fostering participation in decision-making* refers to principals who engage and empower teachers to make decisions that will improve the productivity of the school. *Providing individual support* - refers to principals who are willing to set aside preconceptions for the sake of the students, listen to all teachers, do not favor certain teachers, and are not self-serving. *Providing intellectual stimulation* can be viewed as the principal's advocacy for innovation and encouragement of the integration of new ideas, which encourages teachers to be cognizant of their teaching techniques' strengths and weaknesses. *Articulating school vision and goals-* refers to the principal's ability to promote organizational commitment and create a common vision in order to boost organizational effectiveness.

Demonstrating moral perspective – refers to the principal's capacity to display personal attributes that serve as a model for teachers

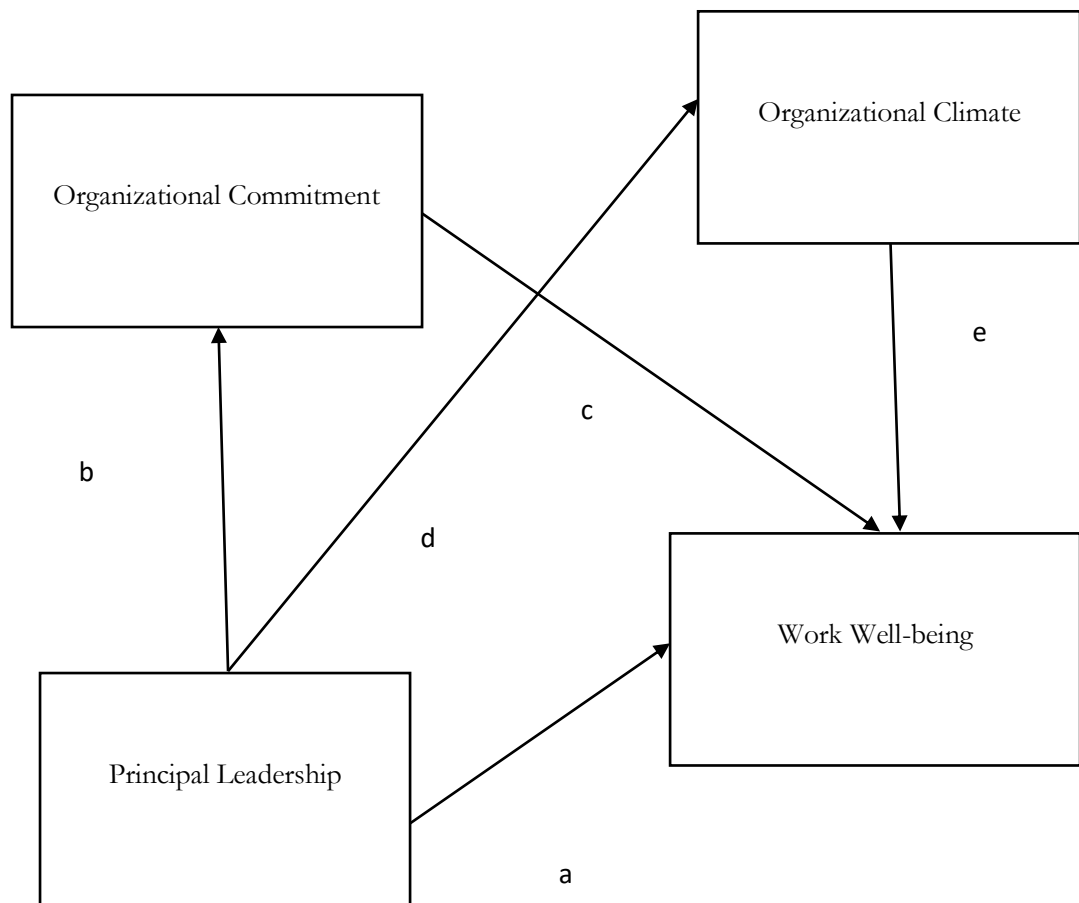


Figure 1. The Mediating Effects of Organizational Commitments and Organizational Climate on the Relationship between Principal Leadership and Work Well Being

To follow and act in ways that are compatible with the principal's views and values

On the other hand, the dependent variable is *work well-being*, which has three observed variables: *workload well-being, organizational well-being, and student interaction well-being* (Collie, 2014). In this study, *Workload well-being* - is related to responsibilities that teachers need to perform as part of their teaching duties, such as grading assignments,

participating in meetings, and doing work even after hours of the scheduled duty. *Organizational well-being* - refers to relationships and interactions between teachers and administrators, support and recognition provided by administrators, teacher involvement in making a decision, and the school regulations and procedures in place. *Student interaction well-being* - refers to teachers' relationships with their students, student conduct, student enthusiasm, and classroom management.

Furthermore, the mediating variables are organizational commitment which refers to the affection of teachers to their duties at work (Allen & Meyer (1997), and organizational climate, which refers to the environmental properties of work assumed by teachers (Furnham & Goodstein, 1997). These measure the possibility of consequence on the relationship between principal leadership and work well-being.

Significance of the Study

The quality of instruction offered by teachers to their pupils is critical to the school's performance; their well-being is critical to ensuring that their teaching skills are effective and of high quality. As a result, policymakers, employers, and all stakeholders must prioritize the well-being of all teachers. From the global perspective, this study may address the long-overdue global issue regarding teachers' work well-being which is believed to be deeply affected by principal leadership. This would serve as additional inputs. As such, the study results justify the stance that the work well-being of teachers is deeply affected by principal leadership, organizational commitment, and organizational climate (House, 1971 as cited in Northouse, 2016).

This study shall benefit relevant institutions in the local setting, namely: the public school senior high school teachers, policymakers, and researchers. For the teachers, this study will give them a great idea of the importance of having positive work well-being. Further, it will make them understand how factors such as principal leadership, organizational commitment, and organizational climate would contribute to attaining positive work well-being. In the case of the policymakers, the result of this study can give them a concept on how to help the principals improve teachers' work well-being. In this way, it can help them formulate or amend policies or create programs related to teachers' work well-being. Finally, for the researcher community, the research output can contribute to the body of knowledge about principal leadership, organizational commitment, and organizational climate, allowing researchers to develop research agendas and adopt practices that would better the work well-being of teachers.

Definition of Terms

To make this research more comprehensive to the readers, the following terms were defined:

Principal Leadership. In this study refers to practicing professional interaction, fostering participation in decision making, providing individual support, providing intellectual stimulation, articulating school vision and goals, and demonstrating moral perspective

Organizational Commitment. In this study, it refers to the commitment and bond of the teachers to their responsibilities at work (Yousef, 2017).

Organizational Climate. In this study, this refers to the perceptions of individuals about their work environment (Berberoglu, 2018).

Work Well-being. In this study, it refers to workload well-being, organizational well-being, and student interaction well-being.

Chapter 2

METHOD

This chapter depicts the study's various methods, including research design, research locale, population and sample, research instruments used to measure constructs of interest, data collection procedures, statistical tools, and ethical considerations.

Research Design

This study is quantitative research employing a descriptive-correlational research design. Quantitative research methods are used to explain a problem or phenomenon by collecting numerical data and evaluating it using mathematical approaches, particularly statistics (Apuke, 2017). Meanwhile, descriptive correlational is used to define the numerical relationship between two or more variables (Creswell, 2002).

This study is quantitative research since it dealt with statistical tools in analyzing data. Furthermore, it is descriptive since it determined the levels of principal leadership, organizational commitment, organizational climate, and SHS teachers' work well-being. It is also a correlation in nature since it aimed to investigate the association of the variables involved in the study. This study utilized the mediating effect since it explored the mediating roles of organizational commitment and organizational climate on the relationship between principal leadership and work well-being.

Research Locale

Figure 2 presents the location where the study was conducted. It shows the maps of the Philippines and Region XI. Davao Region or Southern Mindanao are other names for Region XI. It is one of the Philippines' regions, situated on the southeastern tip of Mindanao. Many cultural groups have called it home. The groupings are dominated by Cebuanos, Boholanos, and Ilonggos. Maguindanaos, Maranaos, Manobos, T'bolis, Bagobos, B'laans, Samals, and Agtas are among the others. Ilocanos, Tagalogs, Warays, and Bicolanos live in smaller communities. The region's main source of income is agriculture, and it is currently transforming into a hub for agro-industrial enterprise, trade, and tourism.

Region XI has 5 provinces, such as: Davao de Oro, Davao del Norte, Davao del Sur, Davao Oriental and Davao Occidental. These provinces have been the home of these eleven recognized divisions, namely: Davao de Oro, Division, Davao del Norte Division, Davao del Sur Division, Davao Oriental Division, Davao Occidental, Davao del Norte Division, Mati City Division, Davao City Division, Digos City Division, Panabo City Division, Tagum City Division and Island Garden City of Samal Division.

The researcher had observed that there were no studies that had been conducted in Region XI which dealt with the work wellbeing of the Senior High School teachers. In particular, no study had been conducted in the region that showcased the mediating effect of organizational commitment and organizational climate on the relationship between principal leadership and work well-being. Furthermore, the researcher is currently working in one of the divisions that is part of the research. Hence, this made him decide to pursue the study in

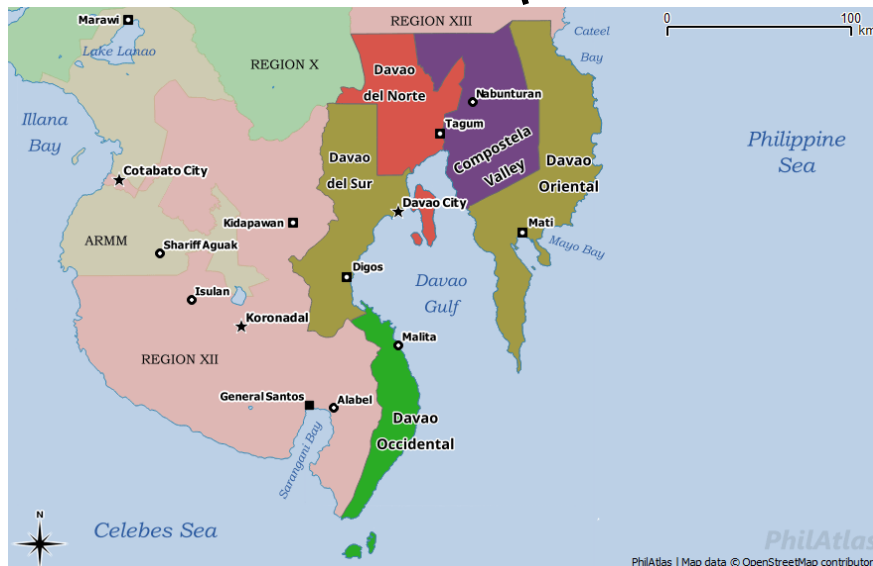
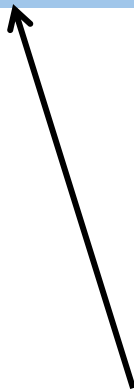


Figure 2. The Map of the Philippines and Southern Mindanao

Region XI. Also, no exact data or figure that presents the status of work well-being of the Senior High School in the region.

Population and Sample

The respondents of the study were the Senior High School teachers from different public secondary schools in Region XI. By using Yamane’s (1967) formula, a total of 400 respondents were needed in the study. After determining the sample size for this study, choosing the respondents was done through the use of stratified random sampling. In stratified sampling, the population is divided into regions or strata, and a sample is drawn from each stratum according to a set of rules. If the design inside each stratum is simple random sampling, the design is called stratified random sampling (Hayes & Westfall, 2020).

In this study, there were ten divisions in Region XI. Each division was considered as a stratum wherein simple random sampling was utilized. The eleven divisions in this study were Davao del Sur Division, Digos City Division, Davao de Oro Division, Island Garden City of Samal Division, Panabo City Division, Davao Oriental Division, Davao Occidental Division, Mati City Division, Tagum City Division, Davao del Norte Division and Davao City Division. However, not all secondary schools of the said divisions offered Senior High School.

In this study, all teachers in the Senior High School had the opportunity to be selected. Apart from the reason that the researcher is a Senior High School teacher, the researcher considered the SHS teachers as his respondents due to the various tasks they need to accomplish since this program is a new inclusion in the K to 12 program. Meanwhile, teachers who were not part of the Senior High School were not included. Hence, elementary and junior high school teachers were not given a chance to be selected as respondents of this study. Respondents who felt awkward and uncomfortable in answering the survey questionnaire were free to withdraw from their participation. They were not forced to be part of the study. Their decision to withdraw was respected. Apparently, the respondents’ welfare is given utmost importance in the conduct of the study.

Research Instrument

There were four instruments which were used in this study namely; principal leadership, organizational climate, organizational commitment and teacher work well-being.

Principal Leadership. The instrument was adapted from the Principal Leadership Questionnaire, which was used by Damanik (2014). It was modified to fit into the study and subjected to the validation of the experts. The questionnaire focuses on how the principals should exemplify leadership in school. In taking the test, the participants answered 48 items questionnaire in 6 subscales, namely: Professional Interaction (1-8), Decision-Making (1-8), Individual Support (1-8), Intellectual Simulation (1-8), Articulating School Vision and Goals, and Demonstrating a Moral Perspective (1-8). When underwent pilot testing, the result revealed that the questionnaire has an alpha coefficient of .940, suggesting that the items have relatively *high* internal consistency.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very High Level	The principal leadership is always evident among administrators.
3.40-4.19	High Level	The principal leadership is oftentimes evident among administrators.
2.60-3.39	Moderate Level	The principal leadership is occasionally evident among administrators.
1.80-2.59	Low Level	The principal leadership is seldom evident among administrators.
1.00-1.79	Very Low Level	The principal leadership is never evident among administrators.

Organizational Commitment. The organizational commitment questionnaire was adapted from the study of Meyer and Allen (1997). It was also subjected to pilot testing and has a result of .849, suggesting that the items have relatively *high* internal consistency.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very High	This indicates that organizational commitment is evident at all times.
3.40-4.19	High	This indicates that organizational commitment is evident most of the time.
2.60-3.39	Moderate	This indicates that organizational commitment is evident on rare occasions.
1.80-2.59	Low	This indicates that organizational commitment is less evident.
1.00-1.79	Very Low	This indicates that organizational commitment is not evident.

Organizational Climate. The organizational climate questionnaire was adapted from the study of Furnham and Goodstein (1997). It was also subjected to pilot testing, which revealed a result of .992, suggesting that the items have relatively *high* internal consistency.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very High	This indicates that th organizational climate is evident at all times.
3.40-4.19	High	This indicates that organizational climate is evident most of the time.
2.60-3.39	Moderate	This indicates that organizational climate is evident on rare occasions.
1.80-2.59	Low	This indicates that organizational climate is less evident.
1.00-1.79	Very Low	This indicates that organizational climate is not evident.

Work Well-being. The work well-being questionnaire was adapted from the study of Collie (2014). The instrument is divided into 3 subscales, namely, Workload Well-being (1-6), Organizational Well-being (1-5), and Student interaction well-being (1-4). The questionnaire has an alpha coefficient of .955, suggesting that the items have relatively *high* internal consistency.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very High	This indicates that the teacher’s work well-being is evident at all times.

3.40-4.19	High	This indicates that teacher's work well-being is evident most of the time.
2.60-3.39	Moderate	This indicates that teacher's work well-being is evident on rare occasions.
1.80-2.59	Low	This indicates that teacher's work well-being climate is less evident.
1.00-1.79	Very Low	This indicates that teacher's work well-being is not evident.

The questionnaire was contextualized to the local setting. Refinement of the questionnaire was made possible through the assistance of the adviser and expert validators who evaluated the contents of the questionnaire for construct validity. The validators rated the questionnaire at 4.0, which means it is a very good tool. For reliability statistics, results revealed an average Cronbach's alpha of .93, suggesting that the items have relatively high internal consistency. This implies that the survey instruments are reliable.

Data Gathering Procedure

In gathering the data, the researcher followed a strict procedure and protocol. First, the researcher asked permission and endorsement from the Department of Education Region XI. After the approval, a request letter was submitted to the office of the Schools Division Superintendents. Upon approval, an endorsement letter was submitted to the School Heads.

After which, a schedule was made for the distribution of the test questionnaires. For convenience and clarity, the explanation about the study and instruction for the tests was incorporated in the questionnaires. Apart from the written instruction, the researcher still made an effort to explain to the respondents the rationale of the study and their rights as respondents. The respondents were given enough time to answer the survey questionnaire. After retrieving all the questionnaires, the data were tallied, tabulated, analyzed, and interpreted based on the purpose of the study.

Also, the data were analyzed and interpreted confidentially and accordingly. First, the data were analyzed in terms of extracting the mean to analyze and interpret the typical index of the levels of organizational commitment, principal leadership, organizational commitment, and teacher's work well-being. Then, Pearson *r* was employed to determine the significant relationship between the variables. Next, the path analysis was used to determine the mediating effect of organizational commitment and organizational climate on the relationship between principal leadership and work well-being.

Statistical Tools

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Mean was used to measure the level of organizational commitment, principal leadership, organizational climate, and work well-being

Pearson Product Moment Correlation was utilized to determine the interrelationships between organizational principal leadership, commitment, organizational climate, and work well-being.

Path Analysis was employed to determine the mediating effect of organizational commitment and organizational climate on the relationship between principal leadership and work well-being.

Ethical Consideration

There is major ethical consideration that has distinct implications for this quantitative research. These issues and concerns might come out basically from the methodology that was involved in this study. The ethical challenges

that were applicable in this research concern were the issues of the proper operation on the study, confidentiality, and anonymity. This study adhered to the requirements of the University of Mindanao Ethics Review Committee for ethical considerations, particularly while dealing with the population and data, including but not limited to:

Voluntary Participation. The participants were given the choice of participating without facing any consequences, reparations, or loss of benefits.

As a result, when the goal and advantages of the study were explained to the participant, the participant's rights to contribute to the body of knowledge were carefully weighed and anticipated. In this study, the participants were not forced to be part of the study. They are free to withdraw their participation when they feel uncomfortable during the conduct of the study.

Privacy and confidentiality. Participants have the right to privacy that should not be violated without informed consent to conform to the existing Data Privacy Act 2012, an act protecting the fundamental human right of privacy. . One way of observing privacy and confidentiality in this quantitative research is to give options to the respondents of not indicating their name on the survey questionnaire. Besides, confidentiality and privacy were attained by not publishing the demographic data of the informants, such as the age, gender, occupation, employment, disease, if there is any. Hence, their identity was kept confidential for safety purposes. Even their responses to the items in the survey questionnaire were held and considered confidential.

Informed consent process. The prospective research respondents were fully informed about the objectives, methods, and benefits of the research as comprehensively as possible within the framework of the study. The consent of the respondents was obtained, indicating that their participation was asked on a voluntary basis. This was done in written form stating all the important details to be disclosed to the participants and the manner that the survey was conducted. The respondents were asked to affix their signature on the informed consent form confirming that the respondents voluntarily agree to participate in the survey. Since the respondents were consenting adults, there was no need to ask for parent's consent. The names of the respondents did not appear in the survey questionnaire, and their answers were held confidentially and that the participants were fully aware that they can withdraw at any time from participating in the study.

Furthermore, any data that the researcher gathered were protected, and the release of any information would follow through a strict informed consent process. The participants would have a sense of control over their personal information to lessen their fear that the data or information would be used in any other unintended manner.

Recruitment. The respondents were informed of the reasons why they had become part of the study. In order for the respondents to understand what the study was all about, the researcher explained the purpose of the study so that they could further infer to the researcher and they could also view the essence of the study. Apart from the letter, the researcher gave the rationale of the study and its significance.

Risks. Research shall be conducted only if there is an acceptable positive benefit-risk ratio. In this study, the need to protect the participants from significant harm is equally important. The study prioritized the welfare of the respondents. Furthermore, the respondents were not put into harm since their identity was held confidentially. Their security and safety were the utmost concern. As the researcher, there was a need to ensure that the respondents were physically, emotionally, and socially ready. In answering the survey questionnaire, the researcher made a way that the respondents did not feel discomfort or awkward.

Benefits. This study would be beneficial to the respondents since the results would serve as an eye-opener for the DepEd officials, school administrators, and even elementary teachers on creating programs and ways on how to improve the work well-being of the Senior High School teachers in the school community in order to increase work engagement which would lead to job satisfaction. This study has been conducted for a purpose: to serve its internal and external stakeholders, most especially the students. Furthermore, to achieve beneficence in research, the researcher did all the aspects that would not harm the lives of the respondents, thus, would benefit on the further undertakings with regards to the related studies. The most essential to all in achieving benefits is the rise of important learning.

Plagiarism. There was no hint of misinterpretation of someone else's work in the study. Plagiarism detection tools such as Grammarly or Turnitin were used in the study. As a researcher, there is a need to have that positive character and integrity, which are associated with moral virtues and values. The researcher must have better knowledge about the paradigm of plagiarism to have a credible research paper.

Fabrication. There was no indication or hint of a purposeful misreading of what had been done in the study. There was no fabrication of data or results, nor was there any deliberate presentation of false conclusions. The researcher used and combined ideas that were connected to the data and other inferential concepts.

Falsification. There was no indication in the study of intentionally misrepresenting the work to match a model or theoretical expectation, nor of overclaiming or embellishment. Added to that, this study was not adhering to manipulating the data, which involved formulating statements or disregarding important details, maneuvering materials, tools, or methodologies that would mislead others.

Conflict of Interest (COI). There was no evidence of a conflict of interest in the study, such as the disclosure of COI, which is a set of circumstances in which professional judgment about a primary interest, such as the welfare of participants or the validity of the research, is influenced by a secondary interest, such as financial or academic gains or recognitions. Furthermore, the researcher had no control or influence over the participants, who were compelled to participate in the study.

Deceit. The study had no indication of deceiving the respondents of any possible danger. There must be humongous protection on the rights of the participants in any study especially that they have attained higher education, so balanced and appropriate principles shall have adhered to.

Permission from Organization/Location. The researcher of this study followed protocols. Upon receiving the signal from the panelists, the adviser, and the committee of the UMER, the researcher sought approval from the Schools Division Superintendents of the selected Senior High School in Region XI for the conduct of the study through a formal letter. After this, the researcher made a formal letter addressed to the School Principal of the schools involved in the study, attaching the school's endorsed letter from the Schools Division Superintendent. The Senior High School teachers who were part of the study were oriented before administering the survey questionnaire.

Authorship. The researcher of the study is currently enrolled in the University of Mindanao for a Doctor in Education major in Educational Management. He had undergone series of revisions for his thesis based on the suggestions and recommendations made by his adviser, who had guided the researcher all throughout for the completion of this paper. The refinement of the paper had been made possible through the guidance of his researcher. The researcher also followed the standards of the University of Mindanao Ethics Review Committee for the guidelines of ethical consideration.

Chapter 3

RESULTS

The data obtained from the respondents on work well-being are presented, analyzed, and interpreted in this section based on the research objectives previously stated. The order of discussions on the mentioned topic is as follows: level of principal leadership; level of work well-being; level of organizational commitment; level of organizational climate; correlations between principal leadership and work well-being; organizational commitment and work well-being; organizational climate and work well-being; and mediation analysis results.

Level of Principal Leadership

In Table 1, the level of principal leadership has a weighted mean of 4.30 with a standard deviation of 0.393 and a verbal interpretation of Very High. The results show that three indicators received the highest mean value: *practicing appropriate professional interaction* with a mean value of 4.36, *fostering participation in decision making* with a mean value of 4.36, and *providing intellectual stimulation* with a mean value of 4.36. These three indicators have a verbal interpretation of Very High. Meanwhile, two indicators have also received a verbal interpretation of Very High, namely: *providing individual support* with a mean value of 4.33 and articulating the school vision and goals with a mean value of 4.31. On the other hand, the indicator with the lowest mean demonstrates *a moral perspective* with a mean value of 4.10 and a verbal interpretation of High. In appended Table 1.6, particularly under principal leadership in terms of *demonstrating a moral perspective*, low mean results were revealed more particularly in the beliefs that *principals can be relied upon in doing what is right*

Table 1 Level of Principal Leadership

Items	SD	Mean	D.E.
Practicing Appropriate Professional Interaction	0.553	4.36	Very High
Fostering Participation in Decision Making	0.522	4.36	Very High
Providing Individual Support	0.556	4.33	Very High
Providing Intellectual Stimulation	0.554	4.36	Very High
Articulating the School Vision and Goals	0.673	4.31	Very High
Demonstrating a Moral Perspective	0.759	4.10	High
Overall	0.393	4.30	Very High

for the school, know where be/she stands on controversial issues, and stay true to the goals of the school.

Level of Work Well-Being

In Table 2, the weighted means of each criterion were computed. The level of work well-being has a weighted mean of 4.36 with a standard deviation of 0.407 and descriptive interpretation of Very High. The results revealed that the *student interaction well-being* has the highest mean score with a value of 4.38, described as Very High. This is followed by organizational well-being with a value of 4.37, which is described as Very High, and workload well-being has the lowest mean score of 4.35, which is also described as Very High.

Table 2 Level of Work Well-Being

Items	SD	Mean	D.E.
Workload Well-Being	0.481	4.35	Very High
Organizational Well-Being	0.484	4.37	Very High
Student Interaction Well-Being	0.560	4.38	Very High
Overall	0.407	4.36	Very High

Level of Organizational Commitment

Table 3 shows the SHS Faculty's organizational commitment with an overall weighted mean score of 4.29 and a standard deviation of 0.409 that has a verbal interpretation of Very High. For specific items' results, the highest means are *feeling a strong sense of belonging to my organization* with a mean value of 4.49 and a verbal description of Very High; *feeling that the school has a great deal of personal meaning for me* with a mean value of 4.41 and a verbal description of Very High, and *believing that a person must always be loyal to his or her organization* with a mean value of 4.41. Meanwhile, some items have the lowest means and have a verbal description of High. These are *spending the rest of my career with this school* with a mean value of 4.16; *jumping from school to school seems at all unethical to me* with a mean value of 4.66, and *feeling as if this school's problems are my own* with a mean value of 4.02.

Table 3 Level of Organizational Commitment

Items	SD	Mean	D.E.
Spending the rest of my career with this school.	0.866	4.16	High
Enjoying discussing my school with people outside it.	0.748	4.26	Very High
Feeling as if this school's problems are my own.	1.006	4.02	High
Thinking that I could not easily become as attached to another school as I am to this one.	0.893	4.20	Very High
Feeling like "part of the family" at my school.	0.760	4.41	Very High
Feeling "emotionally attached" to this school.	0.781	4.31	Very High
Feeling that this school has a great deal of personal meaning for me.	0.730	4.41	Very High
Feeling a strong sense of belonging to my organization.	0.641	4.49	Very High
Feeling afraid of what might happen if I quit my job without having another one lined up.	0.770	4.36	Very High
Feeling very hard for me to leave my organization right now, even if I wanted to.	0.788	4.33	Very High
Feeling my life would be disrupted if I decided I wanted to leave my organization now.	0.817	4.25	Very High
Feeling too costly for me to leave my organization now.	0.834	4.35	Very High
Staying with my organization is a matter of necessity as much as I desire.	0.769	4.31	Very High
Feeling that I have no options to consider leaving this school.	0.853	4.22	Very High
Believing that few serious consequences of leaving this school would be the scarcity of available alternatives.	0.856	4.32	Very High
Thinking that wanting to be a "teacher" is sensible.	0.798	4.36	Very High
Thinking that people these days move from school to school often.	0.904	4.19	High
Believing that a person must always be loyal to his or her organization.	0.792	4.41	Very High
Jumping from school to school seems at all unethical to me.	0.965	4.16	High
Believing that loyalty is important, and therefore I feel a sense of moral obligation to remain.	0.852	4.36	Very High
Having another offer for a better job elsewhere, I would not feel it was right to leave my school.	0.914	4.26	Very High
Believing in the value of remaining loyal to one organization.	0.885	4.33	Very High
Believing that things were better in the days when people stayed with one organization for most of their careers.	0.820	4.34	Very High
Thinking that wanting to be a "teacher" is sensible.	0.855	4.30	Very High
Overall	0.409	4.29	Very High

Level of Organizational Climate

Table 4 shows the organizational climate in the SHS Faculty with an overall weighted mean score of 4.33 and a standard deviation of 0.383 that has a verbal interpretation of Very High. For specific items' results, the highest means are *receiving appropriate benefits* with a mean value of 4.62 and a verbal description of Very High; *having good work which is appropriately recognized* with a mean value of 4.48 and a verbal description of Very High, and *knowing what my responsibilities are* with a mean value of 4.47 with a Very High verbal description. Meanwhile, some items have the lowest means and have a verbal description of

Table 4 Level of Organization Climate

Items	SD	Mean	D.E.
Having clear goals and objectives about my job.	0.721	4.36	Very High
Knowing my priorities at work.	0.670	4.46	Very High
Knowing what my responsibilities are.	0.667	4.47	Very High
Knowing exactly what is expected of me.	0.705	4.40	Very High
Knowing what most teachers in the school do.	0.658	4.39	Very High
Feeling valued by my colleagues in the department.	0.655	4.35	Very High
Valuing my colleagues in the department.	0.655	4.46	Very High
Feeling valued by my colleagues in the school as a whole.	0.669	4.41	Very High
Valuing my colleagues in the school as a whole.	0.679	4.40	Very High
Having a department that respects other departments.	0.686	4.43	Very High
Receiving all the information I need to carry out my work	0.702	4.35	Very High
Having colleagues who are generally eager to discuss work matters with me.	0.670	4.41	Very High
Working effectively because other employees communicate regularly with me.	0.712	4.35	Very High
Keeping adequately informed about significant issues in the school as a whole.	0.728	4.30	Very High
Having adequate opportunities to express my views in my department.	0.736	4.34	Very High
Receiving an appropriate salary.	0.667	4.46	Very High
Receiving appropriate benefits.	0.597	4.62	Very High
Having good work which is appropriately recognized.	0.649	4.48	Very High
Having teachers who are adequately rewarded in this school.	0.772	4.36	Very High
Feeling a strong sense of satisfaction.	0.653	4.43	Very High
Having people who are promoted fairly.	0.649	4.32	Very High
Having an opportunity to work until I retire.	0.664	4.38	Very High
Being able to develop my career.	0.625	4.43	Very High
Being able to understand how the appraisal system works.	0.626	4.33	Very High
Having a career development that is taken seriously.	0.645	4.36	Very High
Being allowed to participate sufficiently in significant decisions that affect my work.	0.639	4.35	Very High
Planning is carried out appropriately.	0.609	4.40	Very High
Having confidence in the process by which important decisions are made.	0.600	4.42	Very High
The working of the teachers is well-coordinated.	0.660	4.43	Very High
Having delegation, responsibility, and decision-making are all handled well.	0.638	4.44	Very High
Being encouraged to be innovative in my work.	0.658	4.41	Very High
Having everything which is planned adequately for the future.	0.656	4.38	Very High
Having work methods that are quickly changed to meet new conditions.	0.686	4.34	Very High
Being in a department that is encouraged to be innovative.	0.689	4.32	Very High
Having teachers who respond promptly to new technical innovations.	0.674	4.37	Very High

Having teachers' needs that are well met.	0.653	4.31	Very High
Having the needs of women and minority employees who are greatly respected	0.664	4.36	Very High
Having everybody who is aware of the peoples' needs.	0.657	4.38	Very High
Having everybody who is flexible in order to meet each other's needs.	0.683	4.36	Very High
Being in a climate in which the ways in which women and minority employees are treated attract other women and minority employees.	0.647	4.33	Very High
Having teachers who collaborate well with each other.	0.702	4.37	Very High
Having teachers who generally support each other.	0.721	4.37	Very High
Feeling that the pressure of work is excessive	0.773	4.30	Very High
Working rarely files up faster than I can complete it.	0.791	4.22	Very High
Having too much work and too little time.	0.763	4.26	Very High
Doing my best in teaching.	0.760	4.41	Very High
Being proud of the services we offer.	0.729	4.40	Very High
Following the quality standards for the best of our students.	0.761	4.41	Very High
Having quality standards that are higher than those of its competitors.	0.773	4.36	Very High
Having teachers who are known as front liners of best practices.	0.740	4.41	Very High
Having conflicts that are positively resolved.	0.793	4.27	Very High
Having helpful ways that are being observed to avoid conflicts.	0.786	4.25	Very High
Having conflict is managed well.	0.832	4.28	Very High
Having teachers who are generally encouraged to resolve their conflict.	0.837	4.28	Very High
Having little conflict between departments.	0.802	4.31	Very High
Having motivation that is kept at high levels among teachers.	0.798	4.30	Very High
Having morale which is high for all teachers.	0.843	4.27	Very High
Having personal morale which is high.	0.881	4.23	Very High
Having the commitment of the teachers which is high.	0.853	4.27	Very High
Feeling that I am a valued teacher.	0.828	4.28	Very High
Having most teachers review their work on a regular basis.	0.851	4.21	Very High
Receiving the training I need to do a good job.	0.874	4.19	High
Receiving training that is of high quality.	0.897	4.18	High
Being committed to helping one another learn from our work.	0.889	4.13	High
Getting the training, I need to further develop my skills.	0.858	4.18	High
Having goals that have been well communicated to all teachers.	0.836	4.12	High
Having a feeling to be part of the school.	0.846	4.08	High
Having a clear direction about the part, I can play in helping the school.	0.854	4.05	High
Having a future that is bright.	0.825	4.06	High
Having all employees who share a clear understanding of where the school is going and what it is trying to achieve.	0.863	4.12	High
Overall	0.383	4.33	Very High

High. These are *having a feeling to be part of the school* with a mean value of 4.08, *having a bright future* with a mean value of 4.06, and *having a clear direction about the part I can play in helping the school* with a mean value of 4.05.

Relationship Between Principal Leadership and Work Well-Being

Table 5 shows the results of the test of the relationship between principal leadership and work well-being. Reflected in the hypothesis, the relationship was tested at a 0.05 level of significance. The overall r-value of .828 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between principal leadership and work well-being. This shows that principal leadership is correlated with work well-being.

More specifically, the result reveals that all indicators of principal leadership are positively correlated with work well-being since the p-value is <0.05 and the

Table 5 Significance on the Relationship between Levels of Principal Leadership and Work Well-Being

Principal Leadership	Work Well-Being				
	Workload Being	Well-Being	Organizational Well-Being	Student Interaction Being	Well-Overall Work Well-Being
Practicing Appropriate Professional Interaction	0.324* (0.000)		0.339* (0.000)	0.344* (0.000)	0.420* (0.000)
Fostering Participation in Decision Making	0.463* (0.000)		0.402* (0.000)	0.374* (0.000)	0.513* (0.000)
Providing Individual Support	0.424* (0.000)		0.457* (0.000)	0.376* (0.000)	0.522* (0.000)
Providing Intellectual Stimulation	0.471* (0.000)		0.586* (0.000)	0.469* (0.000)	0.634* (0.000)
Articulating the School Vision and Goals	0.386* (0.000)		0.536* (0.000)	0.502* (0.000)	0.595* (0.000)
Demonstrating a Moral Perspective	0.366* (0.000)		0.464* (0.000)	0.464* (0.000)	0.541* (0.000)
Overall Principal Leadership	0.617* (0.000)		0.716* (0.000)	0.655* (0.000)	0.828* (0.000)

*Significant at 0.05 significance level.

Overall r-value is .420 on *practicing appropriate professional interaction*, .513 on *fostering participation in decision making*, .522 on *providing individual support*, .634 on *providing intellectual stimulation*, .595 on *articulating the school vision and goals*, and .541 on *demonstrating a moral perspective*. As reflected in the table, all indicators of each variable are correlated. Hence, data show a positive association between the two variables.

Relationship Between Principal Leadership and Organizational Commitment

Table 6 shows the results of the test of the relationship between principal leadership and organizational commitment. The results show that the overall values reveal a positive and significant relationship between principal leadership and organizational commitment (r=.853, p<.05).

More specifically, all of the indicators of principal leadership correlate positively with organizational commitment, namely *practicing appropriate professional interaction* (r=.454, p<.05), *fostering participation in decision making* (r=.557, p<.05), *providing individual support* (r=.576, p<.05), *providing intellectual stimulation* (r=.649, p<.05), *articulating the school vision and goals*(r=.581, p<.05), and *demonstrating a moral perspective* (r=.528, p<.05).

Table 6 Significance on the Relationship between Levels of Principal Leadership and Organizational Commitment

Principal Leadership	Organizational Commitment
Practicing Appropriate Professional Interaction	0.454* (0.000)
Fostering Participation in Decision Making	0.557*

Providing Individual Support	(0.000) 0.576*
Providing Intellectual Stimulation	(0.000) 0.649*
Articulating the School Vision and Goals	(0.000) 0.581
Demonstrating a Moral Perspective	(0.000) 0.528*
Overall	(0.000) 0.853*

*Significant at 0.05 significance level.

Relationship Between Principal Leadership and Organizational Climate

Table 7 shows the results of the test of the relationship between principal leadership and organizational commitment. The results show that the overall values reveal a positive and significant relationship between principal leadership and organizational commitment ($r=.780, p<.05$).

More specifically, all of the indicators of attitude correlate positively with organizational climate, namely *practicing appropriate professional interaction* ($r=.390, p<.05$), *fostering participation in decision making* ($r=.489, p<.05$), *providing individual support* ($r=.489, p<.05$), *providing intellectual stimulation* ($r=.630, p<.05$), *articulating the school vision and goals* ($r=.559, p<.05$), and *demonstrating a moral perspective* ($r=.492, p<.05$).

Table 7 Significance on the Relationship between Levels of Principal Leadership and Organizational Climate

Principal Leadership	Organizational Climate
Practicing Appropriate Professional Interaction	0.390* (0.000)
Fostering Participation in Decision Making	0.489* (0.000)
Providing Individual Support	0.489* (0.000)
Providing Intellectual Stimulation	0.639* (0.000)
Articulating the School Vision and Goals	0.559 (0.000)
Demonstrating a Moral Perspective	0.492* (0.000)
Overall	0.780 (0.000)

*Significant at 0.05 significance level.

Relationship Between Organizational Commitment and Work Well-Being

Table 8 shows the results of the test of the relationship between organizational commitment and work well-being. Reflected in the hypothesis, the relationship was tested at a 0.05 level of significance. In particular, it revealed a positive and significant relationship between the indicators of work well-being and organizational commitment as revealed in the p-value that is less than .05, and with an r-value of .611 on *workload well-being*, .691 on *organizational well-being*, and .665 on *student interaction well-being*.

The overall result reflects that organizational commitment is positively correlated with work well-being since the overall r-value is .820 with a p-value that is <.05, hence rejecting the null hypothesis. This shows that organizational commitment would also likely increase the work well-being of the SHS Faculty.

Table 8 Significance on the Relationship between Levels of Organizational Commitment and Work Well-Being

	<i>Work Well-Being Workload Well-Being</i>	<i>Organizational Well-Being</i>	<i>Student Well-Being</i>	<i>Interaction</i>	<i>Overall</i>
<i>Organizational Commitment</i>	0.611*	0.691*	0.665*		0.820*
	(0.000)	(0.000)	(0.000)		(0.000)

*Significant at 0.05 significance level.

Relationship Between Organizational Climate and Work Well-Being

Table 9 shows the results of the test of the relationship between organizational climate and work well-being. Reflected in the hypothesis, the relationship was tested at a 0.05 level of significance. In particular, it revealed a positive and significant relationship between the indicators of work well-being and

Table 9 Significance on the Relationship between Levels of Organizational Climate and Work Well-Being

	<i>Work Well-Being Workload Well-Being</i>	<i>Organizational Well-Being</i>	<i>Student Well-Being</i>	<i>Interaction</i>	<i>Overall</i>
<i>Organizational Climate</i>	0.659*	0.717*	0.646*		0.441*
	(0.000)	(0.000)	(0.000)		(0.000)

*Significant at 0.05 significance level.

organizational climate as revealed in the p-value that is less than .05, and with an r-value of .659 on *workload well-being*, .717 on *organizational well-being*, and .646 on *student interaction well-being*.

The overall result reflects that organizational climate is positively correlated with work well-being since the overall r-value is .441 with a p-value that is <.05, hence rejecting the null hypothesis. This shows that organizational climate would also likely increase the work well-being of the SHS Faculty.

Mediating Effect of Organizational Commitment and Organizational Climate

Figure 3 shows the mediating effect of organizational commitment and organizational climate using path analysis as depicted in Table 10. Path PL (Principal Leadership) to OrgClimate (Organizational Climate) revealed a significant regression with p<0.001. This path signifies that every unit increase in principal leadership corresponds to a .759-unit increase in the organizational climate with a standard error of .030. Meanwhile, Path PL to Org Commitment (Organizational Commitment) revealed a significant regression with p<0.001. This path signifies that every unit increase in principal leadership corresponds to a .886-unit increase in organizational commitment with a standard error of .027. While

Table 10 Mediating Effect: Path Analysis

PATH	ESTIMATES				
	Unstandardized	Standardized	SE	C.R.	P
PL → OrgClimate	.759	.780	.030	24.933	***

PL → OrgCommitment	.886	.853	.027	32.665	***
OrgClimate → WWB	.453	.432	.039	11.703	***
PL → WWB	.329	.323	.054	6.110	***
OrgCommitment → WWB	.205	.209	.043	4.711	***

Path OrgClimate to WWB (Work Well-Being) also shows significant regression with $p < 0.001$, which further implies that every unit increase in organizational climate corresponds to a 0.453-unit increase in work well-being. Moreover, Path OrgCommitment to WWB shows significant regression with $p < 0.001$, which further implies that every unit increase in organizational commitment corresponds to a 0.205-unit increase in work well-being. Finally, Path PL to WWB shows significant regression with $p < 0.001$. Therefore, the result showed significant partial mediation among variables. This path reveals that for every unit increase in principal leadership, there is an equivalent 0.329-unit increase in work well-being or considered as the direct effect of principal leadership on work well-being.

The total effect of .8546 is the combined effect of indirect and direct effect as reflected in Table 11. The indirect effect of -.1626 implies that there is a partial mediation principal leadership and work well-being when mediated by organizational climate and organizational commitment (Table 10). This means that an increase in principal leadership for every unit corresponds to a -.1626-unit decrease in work well-being mediated by organizational climate and organizational commitment.

This further means that the indirect mediation of -.1626 shows that the organizational climate and organizational commitment are negatively associated with the work well-being of the senior high school teachers. Thus, principal leadership has an indirect effect on work well-being. This also means that principal leadership has reduced the work well being indirectly as it increases the organizational climate and organizational commitment.

Table 11 Total, Direct, and Indirect Effects

Effect	<i>b</i>	95% CI	
		Lower	Upper
Total	.8546	.7975	.9116
Direct	.3291	.2354	.4228
Indirect (mediation)	-.1626	-.3815	.0859

IV- Principal Leadership
 DV- Work Well-Being
 MV1- Organizational Commitment
 MV2- Organizational Climate

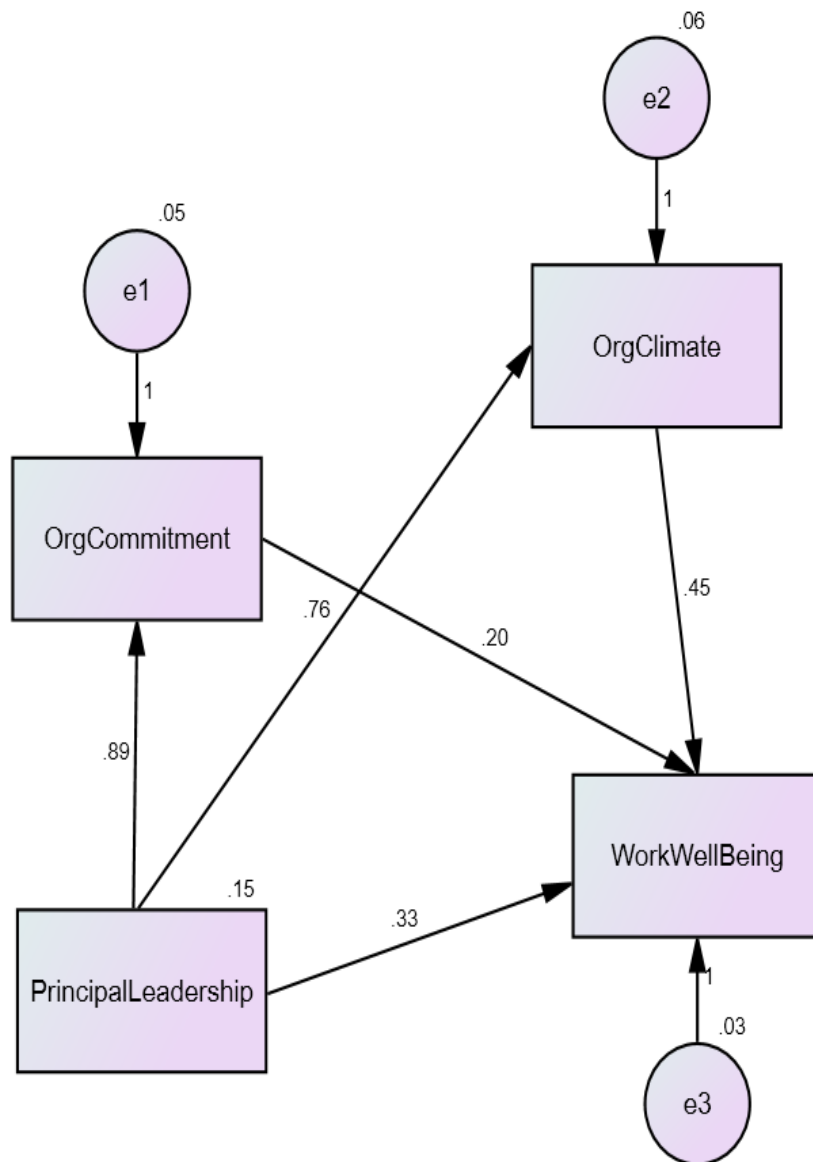


Figure 3. Mediating Effect-Path Analysis

Chapter 4

DISCUSSION

This chapter presents the discussion of the data on principal leadership, organizational commitment, organizational climate, and work well-being of Senior High School Faculty.

Principal Leadership

The very high level of principal leadership among Senior High School principals is due to the very high rating given by the respondents on practicing appropriate professional interaction, fostering participation in decision making, providing individual support, and articulating the school vision and goals. This will display that principals are attending social activities, shows respect to others, considers teachers' ideas during decision making, listen to teachers' ideas when making decisions, encourages teachers to develop/ review their professional goals and try new teaching practices. They are also interested in what teachers do in the classroom and helps teachers develop their strengths. These practices are expected to increase the work well being of teachers since Bergeron (2011), as cited in Sunaengsih et al. (2019), mentioned that the fundamental role of the principals is to lead and master the skills in creating ideas in forming individual interactions by developing great interaction and technological expertise in executing responsibilities directly in the field, particularly when solving a problem.

Work Well-Being

The very high level of work well-being is derived from the very high rating declared by the respondents on student interaction well-being, organizational well-being, and workload well-being. This simply indicates that the work well being of Senior High School teachers is always evident at all times. They are always motivating their students to learn, observe classroom management, and have good relations with their administrators, and work in order to finish their teaching tasks. The favorable findings of this study supported the findings of McCallum & Price (2010) and Roy (2018), who discovered that teachers require a well-being strategy in order to be effective in the classroom and have a good impact on student well-being. The findings of this study, however, contradict the status of teaching professionals in the United Kingdom. Grenville-Cleave and Boniwell (2012), Evans (2016), and Collie (2014) revealed that teachers rated their well-being much lower than other professional vocations

Organizational Commitment

The very high result obtained on the organizational commitment was due to the very high rating given by the respondents on the affective commitment. This means that senior high school teachers are having a strong sense of belonging to their organization, believing that the school has a great personal meaning to them, and have a strong belief that they must be loyal to their organization. Therefore, this level of practice among teachers strengthens the willingness of teachers to work positively for an organization. This is in line with the perspectives of numerous authors such as Hafiz (2017) and Mueller and Straatmann (2014), who argue that organizational commitment facilitates companies to perform better and accomplish their objectives because employees feel linked to and belong to their organizations. Because of their willingness to work favorably for a company and remain loyal, they will be more productive and dedicated to their task.

Organizational Climate

The very high result gained from the organizational climate is derived from the very high rating asserts by the respondents on organizational climate in terms of role clarity. This indicates that Senior High School teachers are receiving appropriate benefits, teachers know their responsibilities, and their good work is appropriately recognized by the organization, and they value their colleagues in the department. More so, the positive result of organizational climate is in conformity with the what the various authors. Sidiq (2015), Training (2017), and Njoku and Modebelu (2019) believed that having this kind of culture allows employees to feel safe, comfortable, and optimistic towards the organization since their good work is being valued and recognized.

Relationship Between Principal Leadership and Work Well-Being

There is a significant relationship between principal leadership and work well-being of Senior High School teachers as reflected by the p-value of .000 and correlation coefficient, $r=.828$. It can be perceived from the results that there was a significant positive, strong relationship between principal leadership and work well-being. These findings are aligned with the statement of various authors (Long et al., 2012; Heidmets&Liik, 2014; Oberle&Schonert-Reichl, 2016; Wachira et al., 2017, Van der Vyver, 2011; Liebowitz & Porter, 2019) that principal is in charge of the teachers' well-being. They perceived the principle as having the capacity to have a significant impact on the well-being of teachers. The finding is also linked to House's (1971) Path-Goal theory of leadership style, which explains how leadership style affects teachers' work well-being.

Relationship Between Principal Leadership and Organizational Commitment

There is a significant relationship between principal leadership and organizational commitment with a P-value of 0.000 and $r = 0.853$. This implies that the principal leadership is greatly concerned with the organizational commitment of teachers. This result is in accordance with the findings of the study made by the various authors Lipsey and Wilson (2001 as cited in Aydin et al., 2013), Blumer (1969), Cemaloglu et al. (2012), Mead (1934), who found out that the manner in which employees are directed by their principals has a substantial impact on their organizational dedication.

Relationship Between Principal Leadership and Organizational Climate

There is a significant relationship between principal leadership and organizational climate of Senior High School teachers as depicted by the p-value of .000 and correlation coefficient $r=.780$. This implies that leadership among principals promotes and increases a positive organizational climate. The findings corroborated with the statement of Garrett (2008) and Razavipour and Yousef (2017), who emphasize the importance of having a good work environment, which may be due to the principal's managerial abilities and leadership. As a result, a principal should pay attention and strive to create a pleasant working environment at the school he supervises.

Relationship Between Organizational Commitment and Work Well-Being

There is a significant relationship between organizational commitment and work well-being of Senior High School teachers with a p-value of 0.000 and $r=.820$. This would suggest that the more positive manifestations of organizational commitment are, the more likely the teachers had high work well being. This is consistent with the findings of Collie et al. (2015), Maltin (2011), and Slempt et al. (2018), who found that the type of commitment matters. They underline the importance of teacher organizational commitment to teacher well-being. Employees whose commitment is defined by affective solid connection report a better degree of well-being, according to the researchers. The findings also support the self-determination theory (SDT), which claims that commitment's linkages to happiness can be explained by its status as a sign that employees' basic needs are being met at work. Similarly, in organizational contexts, Parfyonova (2009), showed that employees who are more dedicated in their work perform more effectively.

Relationship Between Organizational Climate and Work Well-Being

There is a positive and significant relationship between organizational climate and the work well-being of teachers. The result shows that organizational climate is positively correlated with work well-being since the overall r-value is .441 with a p-value of 0.000. This study is consistent with Burns and Machin's (2013) conclusion, which was referenced by Converso et al. (2019), that a poor organizational climate can have negative consequences for teacher health and job well-being. Similarly, Park and Kim (2009) and Feldt et al. (2000) confirmed Harris and Mossholder's (1996) idea about the link between organizational climate and work well-being.

Mediating Effect of Organizational Commitment and Organizational Climate

The results showed that when organizational commitment and organizational climate are added to the relationship between principal leadership and work-well being, mediation analysis reveals that the relationship partially increases. Organizational commitment showed the most effect with the highest coefficients and significance, which indicates that being committed to the organization contributes more to the teachers' productivity and work well-being. This indicates that organizational commitment and organizational climate can partly explain how principal leadership can influence work well-being. This reverts back to the embeddedness view of Slemph et al. (2018), who believes that the fact that organizational commitment has a significant correlation with work well-being is in line with the pronouncement that organizational commitment is linked with work well-being which can be explained in the employees' basic needs that are being filled in the work context. Moreover, the result that organizational climate has a significant correlation with work well-being strengthens the claim of [Converso](#) et al. (2019), citing that positive organizational climate and better well-being are strongly correlated.

Conclusion

The use of mediating effect Path analysis strengthened the reliability and thoroughness of this research. Results revealed that the level of principal leadership is *Very High*; the level of organizational commitment is *Very High*; the level of organizational climate is *Very High*; the level of work well-being is *Very High*, there is a significant relationship between principal leadership and work well-being of Senior High School teachers, principal leadership and organizational commitment; there is a positive relationship between principal leadership and organizational climate, significant relationship between organizational commitment and work well-being, significant relationship between organizational climate and work well-being of teachers. Organizational commitment has a strong mediating effect on the relationship between principal leadership and the work-well being of teachers. This indicates that the relationship between principal leadership and work well-being is strongly influenced by organizational commitment.

Generally, it indicates that there is a significant relationship between principal leadership and works well-being, principal leadership and organizational commitment, principal leadership and organizational climate, organizational commitment, and work well-being, and organizational climate and work well-being. The findings of this study substantiate the assertions about the mediating effect of organizational commitment and organizational climate on the relationship between principal leadership and work well-being. Although organizational commitment and organizational climate only have partial mediation, the results confirm the assumptions about the mediating effect of organizational commitment and organizational climate on the relationship between principal leadership and work well-being.

The findings of this study validate the sociological theory of symbolic interactionism, which was articulated by Blumer (1969) and Mead (1934). This theory would serve as a guide to fully understand the relationship between teachers and principals, whose constant interaction may lead to perceptual understanding. The way teachers interpret how their principals lead them and how convenient their organizational climate indeed influences their organizational commitment and could affect their work well-being. Similarly, the result of this study confirms the Path-Goal theory of leadership style. House (1971) explains that leadership style promotes organizational commitment and organizational climate, which affect teacher's work well-being.

Recommendation

Based on the foregoing findings and conclusions, several recommendations are offered. It is then recommended that with the problem in teachers' work well-being, the very high level of principal leadership, organizational commitment, and organizational climate have to be addressed by conducting another study that will only focus on these variables. This future study can be a qualitative one in order to unitize the results.

Likewise, since there is a very high level of principal leadership, organizational commitment, organizational climate, and work well-being, it is suggested that principals should maintain and improve their kind of leadership to intensity the work well-being of the teachers. Furthermore, SHS Faculty shall maintain and upholds their level of practice on commitment and the organizational climate to sustain their work well-being.

Furthermore, to improve the level of principal leadership, organizational commitment, and organizational climate, the school, in partnership with the Department of Education, may conduct seminars and training to increase the principals' and the SHS Faculty's knowledge in achieving teachers' work well-being and its benefits. The mediation

analysis suggests that principals need to better their leadership, which would strengthen teachers' work well-being by encouraging teachers to be more committed and providing a conducive organizational climate. The mediating effect of organizational commitment can be more enhanced if teachers will be more oriented and encouraged to spend the rest of their careers in the school where they belong. Also, mediating effect of organizational climate may be improved by allowing teachers to feel that they are part of the school, know their part to play, and have a future in their workplace.

Finally, further research into additional characteristics that might moderate the link between principal leadership and work well-being should be examined, as it will be of critical relevance to the research community.

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