Organizational Commitment as Mediator of Leadership Style, Teachers' Performance and School Success

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Abstract: The organizational commitment of teachers plays an essential role in their performance that contributes to school success. However, the type of leadership style that school leaders' exhibits have also been linked to organizational commitment of their subordinates. Thus, this study determined organizational commitment as mediator of leadership style, teachers' performance, and school success. It utilized quantitative and descriptive-correlational approaches to gather data. The respondents of this study were 222 public elementary teachers of Candelaria West District. It was conducted during the third quarter of the school year 2022-2023. A researcher-made questionnaire validated by educational experts in the research was used in generating data. The study revealed that there is a significant relationship between teacher's performance and school success to the school head's leadership style. Likewise, organizational commitment does mediate the leadership styles, the performance of teachers, and the success of schools. Based on the above findings, the following recommendations are given: It is suggested that the school leaders continuously practice understanding the needs of teachers and provide them assistance if need arises to promote teacher's empowerment. Then, teachers are considered important aspects in the educational paradigm thus, appraising their professional and personal development is essential in sustaining their organizational commitment. Followed by continuous involvement of stakeholders and teachers in school matters is relevant in attaining school success. Thus, shared governance should be sustained. Lastly, for the future researcher, a follow up study can be conducted using a regression analysis to identify the predictors of teacher's performance and school success.

Keywords: organizational commitment teachers' performance leadership styles school success

1. INTRODUCTION (12 PT)

The demands in education in the present era are fast changing. Schools are expected to provide and serve their clientele guaranteeing that their demands are being met while securing that the quality of service given is responsive and relevant to the demands of global education.

Such a scenario entails that organizations face several obstacles in attaining their objectives in today's competitive and evolving educational system. Customers put pressure on organizations operating in knowledge-based contexts to deliver high-quality services. However, improving employee performance will have a favorable impact on the effectiveness of the institution and, eventually, the standard of services. It has been claimed that commitment and organizational culture can improve organizational performance and effectiveness.

[21] School administrators play a critical role in ensuring that the school offers high-quality education. They serve as educational managers, facilitators, and leaders, managing and directing the implementation of superior educational programs and practices. The responsibility for ensuring that everyone in the school functions successfully, efficiently, and cooperatively, as well as ensuring that everything necessary. Actions are carried out. Likewise, excellent school administrators are exceptional teachers who concentrate their attention on the crucial issues of education reform, teaching, and learning. Goal setting is a process that school administrators must lead their institutions through, in which data on student success is examined, problem areas are found, and reform is started.

Meanwhile, leadership styles have also been linked to a positive relationship with organizational commitment especially when the teachers are satisfied with the type of leadership their school leaders exhibit. Similarly, two of the emerging leadership style that is utilized by most school leaders in different studies are the transformative leadership style and adaptive leadership style.

Based on [3] transformative leaders are leaders who want to put the organization on a new path of growth and profitability by generating ideas and fresh insights. They mobilize members of the organization to make fundamental changes to the foundation and basis of the organization by fostering commitment, passion, and loyalty among managers and employees. This enables the organization to be ready and acquire the necessary capabilities for moving in new directions and achieving higher ideal performance peaks [18]. Thus, leaders who display it employ the four fundamental principles which include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration as strategies to promote commitment to the subordinates so that they can perform well their duties and responsibilities as teachers that contribute to the school's success.

On the other hand, [5] viewed adaptive leadership as a leadership style that is suitable to the current situation as different issues and challenges are inevitable. He pointed out that adaptive leaders are dynamic leaders who can be able to foresee the possible problem the institutions may encounter and find innovative ways in dealing with them. Adaptive leadership has four dimensions, it comprises organizational justice where leaders treat subordinates fairly, emotional intelligence which implies making great sacrifices to attain the organizational goal while securing to understand of the different levels of adjustment that his/her subordinates went through when changes in the educational system occurs. Development, meanwhile, relies on the ability of the leader to provide an avenue for his/her to his subordinates an environment where personal and professional growth can be harnessed. Then, character is the skill of the leader to hold a high ethical standard, especially in terms of commitment to performing a task that is emulated by others.

Furthermore, teachers' performance has also been a predictor of organizational commitment. It can be deduced that high-performing teachers possess affective commitment since they are passionate about doing their job well to contribute to the school's success. However, in the Philippine educational setting, teachers' performance is measured using the standardized RPMS-IPCRF tool it is stipulated in the DepED Order No. 36, s. 2013 as it believes that to establish a nation, teachers are essential. Here, teachers' performance is rated based on the 4 domains such as content knowledge and pedagogy in which they are expected to have a wide range of strategies to apply within and across the curriculum, learning environment which refers to their skill to maintain a safe learning environment while considering the diversity of learners, curriculum and planning the competency of the teacher to plan developmentally and sequential lessons appropriate to the developmental needs of the learners, assessing and reporting subjected them to utilized well-monitored assessment tools to evaluate learners progress as well providing them feedback.

Nonetheless, a school's success is similarly associated with organizational commitment. Instead of that, School-based management became the basis to determine its extent it. It has four areas namely leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management. Each of these areas is essential to meet to be able to attain better school performance.

Therefore, in this foregoing, the researcher intends to determine organizational commitment as a mediator of leadership style, teachers' performance, and school success.

2. METHOD (12 PT)

The study used a descriptive-correlational method. The phrase "descriptive method" describes the kind of research question, plan, and data analysis used for a specific topic. The study tried to link the different factors. [5] Descriptive correlational analysis is any research process that begins by elucidating an event or set of occurrences based on observation before developing hypotheses to account for the results. In a survey, individuals from a sizable sample are questioned regarding the issue at hand. Surveys may provide insightful viewpoints, but they sometimes have limitations. People who reply, for instance, might not fairly reflect the population, or individuals being questioned might be reluctant to answer questions honestly.

The study respondents of this study were the public elementary school teachers of the Candelaria West District. Specifically, it includes 222 public elementary teaching personnel of the Candelaria West District designated as Teachers I-III and Master Teachers I - II.

To ascertain the Organizational Commitment as a Mediator of Leadership Style, Teachers' Performance, and School Success, the researcher utilized a self-made research questionnaire that was intellectualized through readings of various related literature and studies. It contains 20 questions about transformational leadership style, 20 questions about adaptive leadership style, 10 questions focused on teachers' organizational commitment, 20 questions about teacher's performance in Individual Performance Commitment Review Form key results areas, and 20 questions referring to school success through school-based management practices.

Following approval from the Oral Examination Committee, the researcher ensured a letter of agreement from the Schools Division Superintendent (SDS) of the DepEd - Division of Quezon to carry out data collection utilizing the validated questionnaire. The researcher secured a further letter of approval for the research study from the district supervisors of Candelaria West district.

Upon the endorsement of the school principal to serve the school as the locale of the study. The researcher utilized a Google form survey in administering the questionnaire, with strict adherence to the school's regulations. The respondents would have the chance to respond to the provided instrument completely and clearly. After the respondents have been given sufficient time to complete the questionnaire. Following gathering the necessary information, the appropriate statistical procedures were used, and the results were presented.

Furthermore, the researcher observed the following ethical guidelines when carrying out the study. The researcher first and foremost guarantees the participants' anonymity and confidentiality. Second, the researcher assured that all necessary consents are secured before conducting the data-gathering procedures. Finally, the researcher followed the guidelines of the Philippines' Data Privacy Act and protect the integrity of any data gathered and used in this study.

Multiple statistical tools were utilized to present, analyze, and interpret the collected data. The mean and standard deviation were used to analyze the responses to the descriptive questions provided to respondents. Pearson Product-Moment Correlation Coefficient was employed to determine the significant relationship of the variables at the 0.05 significance. Likewise, Pearson product-moment correlation will be used to show the relationship among variables. In determining the mediating effect, mediation analysis was utilized.

3. RESULTS AND DISCUSSION (12 PT)

Table 1: Correlation Between Teachers' Performance and School's Success to School Head's Transformational Leadership Styles

Leadership Styles	Teachers' Performance				School Success			
	CKP	LE	CP	AR	LG	CL	ACI	RM
Transformational Leadership								
• Idealized influence	.450**	.485**	.499**	.523**	.591**	.508**	.502**	.473**
• Inspirational motivation	.498**	.514**	.531**	.552**	.574**	.544**	.530**	.530**
• Intellectual stimulation	.524**	.526**	.542**	.572**	.615**	.574**	.564**	.535**
• Individualized consideration	.532**	.525**	.554**	.579**	.632**	.569**	.589**	.556**

Legend: CKP (Content Knowledge and Pedagogy) LE- (Learning Environment) CP- (Curriculum and Planning) AR- (Assessing and Reporting) LG (Leadership and Governance)- CL- Curriculum and Learning ACI-Accountability and Continuous Improvemnt- RM- (Resource Management)

Table 1 illustrates the correlation between teachers' performance and the school's success with the school head's transformational leadership styles. The results display that using(2-tailed) at 0.05 there is a significant relationship between the teacher's performance in terms of content knowledge and pedagogy, learning environment, curriculum and planning, and assessment and reporting and the school's success as of SBM practices in leadership and governance, curriculum planning, accountability, and continuous improvement and resource and management to school head's leadership style as to transformational leadership style in terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. It portrays that school heads' transformational leadership styles lead to inspire and motivate teachers as he exhibits clear directions and support teachers' engagement in the decision-making process treating them as partners leading to school success, especially in SBM which serves as the key determinant in the Philippine educational setting in evaluating school performance.

As supported [25] transformational leaders demonstrate genuine concern for their people by taking the time to listen and learn about their problems and interests. Learning about others is critical because demonstrating genuine concern for them is likely to improve employee well-being and happiness. To add up, transformational leaders understand the demands of the organization and its employees while also stimulating and meeting higher-level needs within individuals. A transformational leader encourages people to work together to achieve higher goals and to make a significant positive change in an organization.

Likewise, transformational leadership yields positive outcomes for teachers' performance. Engaging in the decision-making process of the school, feel valued and respected are essential. When school leaders explicitly trust and believe in the skills of their subordinates it resulted in positive work engagement and commitment. showed how transformational leadership had a major impact on teachers' performance in public schools. It's also known as behavioral charisma when influence is idealized. A leader is viewed as a role model who fosters a common vision, specific goals, and a sense of shared purpose in an organization. It just goes to demonstrate that an idealized leader is a force that drives behind the development of the organization, energizing the followers with his enthusiasm, and transformational leaders are classified as such to inspire followers to reach a better result [1]

Similarly, teachers need assistance and support from their leaders when facing difficulties or challenges in doing a certain task. While recognition and appreciation are also fundamental to teachers as it builds self-esteem and a sense of importance on their part knowing that they are a relevant part of attaining school success. To add up, transformational leaders can praise and reward excellent work as well as give constructive criticism to aid instructors in developing their lesson plans. For teachers to succeed in their careers, transformational leadership is a crucial idea to comprehend and put into practice [15] This is because a strong leader is capable of effortlessly and successfully directing a team for the attainment of organizational goals.

Table 2: Correlation Between Teachers' Performance and School's Success in School Head's Adaptive Leadership Styles

Leadership Styles	Teachers' Performance				School Success			
	CKP	LE	CP	AR	LG	CL	ACI	RM
Adaptive Leadership								
• Organizational justice	.439**	.476**	.461**	.525**	.553**	.538**	.550**	.500**
• Emotional intelligence	.468**	.487**	.481**	.546**	.601**	.547**	.563**	.512**
• Development	.517**	.557**	.549**	.576**	.633**	.571**	.573**	.536**
• Character	.444**	.459**	.479* *	.519**	.567**	.518**	.538**	.458**

Legend: CKP (Content Knowledge and Pedagogy) LE- (Learning Environment) CP- (Curriculum and Planning) AR- (Assessing and Reporting) LG (Leadership and Governance)- CL- Curriculum and Learning ACI-Accountability and Continuous Improvemnt- RM- (Resource Management)

Table 2 illustrates the correlation between teachers' performance and the school's success to the school head's leadership styles. The results revealed that teachers' performance in content knowledge and pedagogy, learning environment, curriculum and planning, and assessment and reporting and the school's success in terms of SBM practices in leadership and governance, curriculum planning, accountability, and continuous improvement and resource and management are significantly related at 0.05 level (2-tailed) to the school head's leadership style in terms of adaptive leadership style as to organizational justice, emotional intelligence, development, and character.

It signifies that school heads are flexible and innovative in meeting the demands of whatever changes occur in education. They effectively communicate the tasks to teachers and provide them efficient assistance when needed leading them to perform effectively which yields better school performance relevant to achieving the desired organizational goals.

According to [12] adaptive leaders must have a clear vision of an organization's target and goals to assign tasks appropriately. Visioning is essential not only for identifying organizational goals but also for allocating teamwork. There must be a clear understanding of the employee's perspective and skills, as well as their needs, without jeopardizing organizational ethics.

In addition based on [6] an adaptive leader is a versatile person who can adapt to a changing environment. This means they can collaborate with both new and old team members. Adaptive leaders can face new challenges and either accept them or respond to them in novel ways, depending on the situation.

Furthermore, teachers perceive that adaptive leaders are open to changes, and exhibits honest, fair, and just decision involving teachers in school matters to appraise not only their teaching practices but also their professional growth and development. Nonetheless, adaptive leaders at present are perceived by teachers as those school heads who are open to trying new concepts and ways of solving problems in school. Admit their lapses and are willing to think of other ways when the first plan didn't meet.

Furthermore, [23] adaptive leadership is critical for understanding the distinction between traditional and adaptive issues. While, [26]), an adaptive culture of learning and innovation is required to drive organizational profitability. Organizations must adopt dynamic strategies and innovate to increase and improve their sales and revenues. Similarly, leaders must be resistant to change. This will prepare them to deal with various organizational issues. Understanding the issues and providing effective solutions is the primary responsibility of adaptive leaders.

Practically speaking, school administrators and other educational leaders are facilitators and problem solvers [16] Moreover, school administrators significantly influence students' academic success. The leadership style of school principals has an impact on teachers' performance, either directly or indirectly. Principalship involves a variety of important roles and responsibilities, including upholding academic standards, evaluating teaching practices, monitoring student achievement, assisting teachers, and setting up supportive environments that focus on achieving high-level goals.

Table 3: Mediating Effect of Organizational Commitment between Leadership Styles, Teachers' Performance and School Success.

Indirect Effects	Effect	SE	LLCI	ULCI
TL→OC→TP	.2706	.0452	.1935	.3676
TL→OC→SS	.2377	.0439	.1602	.3323
AL→OC→TP	.2486	.0394	.1791	.3320
AL→OC→SS	.2161	.0395	.1471	.3032
Completely Standardized Indirect Effects				
TL→OC→TP	.3194	.0494	.2324	.4242
TL→OC→SS	.2687	.0472	.1838	.3714

AL→OC→TP	.3175	.0475	.2329	.4170
AL→OC→SS	.2642	.0466	.1814	.3638

Legend: CKP – LE- CP- AR- LG- CL- CLAC- RM-

Mediation analyses were initiated using PROCESS Macro v4.1 following the procedure of Hayes [11] Findings revealed that constructs of Leadership Styles could explain the variation in Teachers' Performance and School Success. The results further showed that overall Organizational Commitment is a significant mediator in the relationship between Leadership Styles, Teachers' Performance, and School Success. These indirect effects are statistically different from zero, as revealed by a biased-corrected bootstrap confidence interval based on 5,000 samples from the lower and upper limit class interval. The result indicates that the overall Organizational Commitment can transmit the effect of being influenced by Leadership Styles, which increases the Teachers' Performance and School Success. It can also be noticed that the overall Organizational Commitment demonstrated the highest mediating effect of Leadership Styles on Teachers' performance (TL=.3194 & AL=.3175) and School Success (TL=.2687 & AL=.2642). This indirect effect means that respondents who differ by one unit in their reported Leadership Styles are estimated to vary by 31.94% & 31.75 units on the Teachers' Performance and 26.87% & 26.42% on the school Success. The results from those who have relatively higher Leadership Styles, realize the Organizational.

The above findings as supported by [19] revealed that leadership style can positively affect organizational commitment and work satisfaction, and work satisfaction intern can positively affect organizational commitment and work performance. Leadership is largely cultural, embracing traditional beliefs, norms, and values as well as a preoccupation. According to [9] the leader's immediate and extended family, clan, and tribe all have a significant influence on his or her leadership style.

However, [13] explained that leadership is a process of influencing others' commitment to recognizing their full potential in achieving goals, vision, with passion, and integrity. The study also revealed that the relationships between leader and worker provide an additional factor of employee satisfaction, which is significantly influenced by the leader's leadership.

Looking at the results based on the above tables presented, this study provides an understanding of organizational commitment as a mediator to leadership style, teachers' performance, and school success. Findings revealed that teachers as respondents demonstrate organizational commitment in their workplace. It also means that they have a sense of bond in the school they are working at. They believe that they are part of it and willing to extend their job when the need arises. Likewise, organizational commitment indicates the bond that people form with their employer including whether they have negative or positive feelings about their workplace [8].

As organizational commitment can also be defined in a simpler and more direct, concise, and direct manner, as "the psychological bond formed between the employee and his or her organization" [20] .This implies that it is the factor that serves as the reason why employees stay in the workplace. Even so, [10] revealed that a high degree of organizational commitment is required for workflow effectiveness, as well as high and satisfactory overall organizational performance.

Meanwhile, in terms of teachers' performance, the results implied that the teachers view themselves as they are performing well in all these variables. They know their noble duty in providing relevant and quality services to their learners to equip them with essential knowledge and wisdom to improve their holistic development. Similarly, the critical role of the learning environment to make learning more conducive and motivating on the part of the learners serves also as a relevant factor in evaluating teachers' performance.

Consequently, teachers' organizational commitment contributes to the school's success. It depicts that teachers who are committed to doing their tasks perform well and help in the attainment of the organizational goal essential to achieve school success. In the context of this study, SBM practices as key determinants of school success[4] finds out that school-based management, or SBM, draws many education leaders and experts because it produces innumerable positive outcomes, including improved student academic achievement, increased parental and community involvement in children's education, and, most importantly, empowered local heads. It encourages

school improvements because there is a high level of stakeholder participation in school plans and programs. schools and teachers.

In addition, the positive impact of SBM implementation on educational quality. Schools that have implemented SBM have been able to make appropriate decisions about the allocation of educational resources, the recruitment of non-civilian teachers, the creation of a learning environment conducive to learning, and the rise of teacher attendance in the classroom. Finally, SBM implementation has the potential to improve student learning outcomes. significantly. Schools that receive SBM assistance can regularly improve several aspects of the quality learning process.

Meanwhile, [2] the idea behind SBM is that good education requires more than just physical input. Classrooms, teachers, textbooks, and incentives all contribute to better education and learning. They emphasized that the structural incentives that influence learning outcomes are choice and competitiveness, school autonomy, and school accountability. While for, [7] view that the concept of local community engagement and collaboration in SBM is a primary concern in schools reforms in which decentralization and delegation of authority occur at the school level, allowing the school community to perform most of the functions previously carried out by the central area or district.

To conclude, it can be assumed that organizational commitment is a fundamental aspect of the educational system. School leaders are encouraged to display a leadership style that promotes and yields their teachers to remain passionate and committed to doing their tasks to perform well in providing quality and relevant learning to their clientele while continuously enhancing their craft since the demands of the learners change as time goes on. School success can easily attain if teachers understand their roles and responsibilities and willingly perform their duties as a sign of commitment.

4. CONCLUSION (12 PT)

Organizational commitment does mediate the leadership styles, the performance of teachers, and the success of schools. Thus, it is suggested that school leaders continuously practice understanding the needs of teachers and provide them assistance if the need arises to promote teacher empowerment. Teachers are considered important aspects in the educational paradigm thus, appraising their professional and personal development is essential in sustaining their organizational commitment. Involving stakeholders and teachers in school matters is relevant to attaining school success. So, shared governance should be sustained. For the future researcher, a follow-up study can be conducted using regression analysis to identify the predictors of teachers' performance and school success.

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