EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:5 |May 2024

DISTRIBUTED LEADERSHIP OF SCHOOL HEADS AND ORGANIZATIONAL COMMITMENT OF PUBLIC SECONDARY TEACHERS OF PANABO CITY DIVISION

Jeramae R. Mercado[1], Lawrence Edward E. Zamora, EdD[2]
[1]*Student, Graduate School, The Rizal Memorial Colleges, Inc.*
[2]*Faculty, Graduate School, The Rizal Memorial Colleges, Inc.*

Article DOI: https://doi.org/10.36713/epra16846
DOI No: 10.36713/epra16846

ABSTRACT

The study uncovered the relationship between distributive leadership of school heads and organizational commitment of teachers in public secondary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of distributive leadership of school heads that significantly influence the organizational commitment of teachers. With the use of probability sampling, 150 secondary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Weighted Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive distributive leadership of school heads and an extensive organizational commitment of teachers. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of distributive leadership of school heads were found to have significantly influence on organizational commitment of teachers. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to help the school heads in strengthening their distributive leadership to ensure a reinforced organizational commitment among teachers.

KEYWORDS: *Distributive leadership, organizational commitment, descriptive correlation, Panabo City Division*

INTRODUCTION

Organizational Commitment (OC) is the level of commitment an employee is willing to provide for their organization to accomplish goals, vision and practice its values. In the case of education, teachers commit to teaching to ensure students get quality education measured by their level of academic performance (Bading, 2022). Organizational commitment is defined as an important part of the employee's psychological condition. Individuals with a high level of commitment usually exhibit positive behaviors in the workplace, such as job satisfaction and organizational citizenship, which is of great benefit to the organization (Israel, 2018). More so, organizational commitment is a state of being in which an individual becomes bound by his actions and through these actions to beliefs that sustain the activities and his involvement (Habib, 2020). However, several school concerns greatly affect the organizational commitment of teachers.

In Latvia, Mammadzada (2021) revealed that teaching is a demanding and complex craft. In fact, he mentioned that lack of teacher commitment is one of the key factors that have the potential to cause the shortage of effective teachers all over the world. There are multiple factors that might cause teachers to leave their jobs. These can be low salaries, extravagant workload, poor working conditions, low quality of teacher preparation programs, inefficient leadership. In Tanzania, Mwesiga and Okendo (2018) mentioned that teachers' teaching commitment were limited by several challenges such as; poor training and frequency of seminars, workshops and professional development, ineffective involvement in school decision making, ineffective communication, lack/poor training, incompetent head of schools, low salaries, lack of motivations, lack of security and compensation, poor working environment and government interference in the teaching profession.

Meanwhile, in the Philippines, Kadtong et al. (2017) revealed that disgruntled teachers who are not satisfied with their job will not be committed and productive. They will not be performing at the best of their capabilities if they are not satisfied. Consequently, not only the teaching profession is in serious risk but the attainment of national agenda will be affected. Poor organizational commitment among teachers is also evident in higher educational institutions. In fact, MSU is confronted by similar problems such as poor education spending and annual budget cutbacks. With poor finances, MSU is confronted with problems on meeting its basic academic needs like laboratory facilities and library resources which brought frustrations to both teachers and students.

In the Division of Panabo City, the researcher observed that teachers were gradually manifesting a declining state of commitment towards work. As a matter of fact, some of the teachers were now working abroad to sustain their needs which their DepEd employer could not afford. Factors contributing to diminished commitment were multifaceted and vary across individuals and contexts. Some potential reasons for poor commitment included poor leadership, lack of direction, or inconsistency in leadership styles which negatively impacted the commitment levels within a team or organization. Some of the teachers were given limited opportunities for their career growth or professional development which made them become disengaged and less committed.

Despite notable observations, there had been a notable absence of formal studies examining the described circumstances. Specifically, there was a dearth of research investigating the organizational commitment of teachers in relation to the distributed leadership practices of their school heads. Given this research gap, the researcher endeavored to explore the depth of distributed leadership and its correlation with the organizational commitment of public secondary teachers, particularly in Panabo City Division. This study also aimed to offer valuable insights to policymakers, enabling them to design policies, programs, interventions, projects, and activities that can bolster the organizational commitment of teachers within public schools.

METHODOLOGY

Research Design

This study was a quantitative research approach utilizing the descriptive correlational approach. Quantitative research, in contrast to qualitative research, deals with data that are numerical or that can be converted into numbers. The basic methods used to investigate numerical data are called 'statistics'. Statistical techniques are concerned with the organization, analysis, interpretation and presentation of numerical data (Sheard, 2018). Meanwhile, descriptive correlational is a study in which the researcher is primarily interested in describing relationships among variables (Quaranta, 2017). It focuses on the relationship without attempting to establish a causal relationship (Noah, 2021).

In particular, in descriptive research, the researcher does not manipulate the variables in the study. It simply intends to describe the nature of the involved variables (Fox, 2007; Korrapati, 2016). On the other hand, correlational research design explores and measures the relationship between the variables of the study with no attempt of manipulating them. Also, correlation investigates the strength and direction of the variables. This can be a positive direction or a negative direction, and a strong and a weak relationship.

This study was considered as quantitative since it depended on the numerical data when analyzing and interpreting the data. It was descriptive since its purpose was to determine the extent of distributed leadership of school heads and organizational commitment of teachers. In addition, this academic pursuit was correlational since its purpose was to measure the connection between distributed leadership of school heads and organizational commitment of public secondary teachers of Panabo City Division.

Respondents and Sampling

This study catered the 150 public secondary teachers in the Division of Panabo City. It was claimed that 150 samples were enough when testing the simple regression analysis (Hair et al., 2018). Hence, the 150 respondents were enough to address the purpose of this study.

Probability sampling specifically two-staged cluster sampling was used to identify the sample of the study. It is a kind of sampling technique in which the likelihood or probability of each piece being included may be defined. In other words, every member of the population must have an equal and independent probability of being included in the sample (Ragab & Arisha, 2018). Cluster sampling is a popular method in conducting researches wherein the

population is being divided into different clusters. A cluster is a group of elements that are made up of individual units that represent mutually exclusive and exhaustive subsets (Thomas, 2020). It is two-staged cluster sampling since the sample of elements from each selected cluster or division is chosen randomly. In the context of the study, all secondary teachers from the public schools in Panabo City Division were considered.

The respondents include secondary teachers with 2 years teaching experience. They were chosen in this endeavor since their 2 years stay in the public school would help them to assess school heads' distributed leadership, and organizational commitment. 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 was given utmost importance in the conduct of the study.

Research Instruments

As to the form of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on the distributed leadership of school heads while the second set was about the organizational commitment of public secondary teachers.

Distributed Leadership. The distributed leadership questionnaire was adapted from Hulpia et al. (2011). The instrument consisted of 21 items. It had the following indicators, namely: support (1-10); supervision (1-3); and coherent leadership team (1-8). The questionnaire was subjected to a pilot testing having a result of .70 suggesting that the items have relatively high internal consistency.

Organizational Commitment. The organizational commitment questionnaire was adapted from the study of Meyer and Allen (1997). It had a total of 24 items. It comprised the following indicators: affective commitment (8 items), continuance commitment (8 items), and normative commitment (8 items). The alpha coefficient for the 24 items was .73, suggesting that the items have relatively high internal consistency.

The instrument in this study was contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Data Analysis

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

Mean. This was used to measure the extent of school heads' distributed leadership and organizational commitment of teachers.

Pearson r. This was utilized to determine the relationships between school heads' distributed leadership and organizational commitment of teachers.

Regression Analysis. This was employed to determine the significant influence of school heads' distributed leadership on the organizational commitment of teachers.

RESULTS AND DISCUSSION

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

Findings

The main focus of the study was to determine the significance of the relationship between distributed leadership of school heads and organizational commitment of teachers in public secondary schools. The study was conducted in the selected secondary schools in Panabo City Division. There were one hundred fifty (150) secondary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was

made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The extent of distributed leadership of school heads is extensive which means that distributive leadership is oftentimes evident among school heads. This descriptive equivalent suggests that distributive leadership practices are frequently observed, highlighting the active engagement of school heads in various leadership dimensions, such as support, supervision, and coherent team leadership.

Meanwhile, the extent of organizational commitment of teachers is extensive which means that it is oftentimes evident. This descriptive equivalent indicates that the manifestation of organizational commitment is frequent, underscoring the consistent dedication and attachment of teachers to their educational institutions.

It was found out that there is a significant relationship between distributed leadership of school heads and organizational commitment of teachers. The hypothesis of no significant relationship between distributed leadership of school heads and organizational commitment of teachers was rejected. The analysis reveals a significant relationship between the distributed leadership of school heads and the organizational commitment of teachers. The rejection of the null hypothesis underscores that distributed leadership practices exert a notable influence on shaping the organizational commitment levels among teachers within educational settings.

More so, it was revealed that all the domains of distributed leadership of school heads significantly influence the organizational commitment of teachers. The findings highlight a comprehensive impact of all distributed leadership domains on the organizational commitment of teachers. This underscores the collective influence of support, supervision, and coherent team leadership in fostering a higher level of commitment among teachers within the organizational context.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of distributed leadership of school heads means that it is oftentimes evident in the school. In fact, all dimensions are oftentimes evident from the school heads, namely, support, supervision, and coherent leadership.

Meanwhile, the extent of organizational commitment of teachers is oftentimes evident. Apparently, all indicators are found to be oftentimes evident specifically on transparency, affective commitment, continuance commitment, and normative commitment.

Based on the findings, distributed leadership of school heads and organizational commitment of teachers are related. All domains of distributed leadership of school heads are linked to the organizational commitment of teachers.

Also, distributed leadership of school heads significantly influenced the organizational commitment of teachers. In fact, all domains of distributed leadership of school heads, namely, support, supervision, and coherent leadership significantly influence the organizational commitment of teachers. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the three domains of distributed leadership of school heads, the organizational commitment of teachers will also increase.

The substantial and moderately positive correlation between distributed leadership and organizational commitment, as outlined in Spillane and Healey's (2010) Distributed Leadership framework, underscores the emphasis on collective engagement within an organization. Wilmore (2007) posited that distributed leadership entails not individual leadership but rather the equitable distribution of leadership responsibilities among all group members, promoting a collaborative approach.

Gaertner and Nollen (1989) highlighted that the distributed leadership behaviors of school principals significantly influence teachers' perceptions of organizational commitment, which refers to employees' desire to remain in the organization without financial concerns while aligning themselves with its objectives and values. Hulpia and Devos (2010) suggested that teachers assuming leadership roles in schools where distributed leadership is prevalent is attributable to their dedication to their schools, indicating a strong link between distributed leadership and organizational commitment.

Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may continue to promote and support programs that enhance distributed leadership skills among school leaders. Emphasizing professional development initiatives that focus on fostering supportive, supervisory, and coherent team leadership behaviors will contribute to a more committed and engaged teaching workforce. Additionally, creating a conducive environment that recognizes and rewards collaborative leadership efforts may further strengthen the organizational commitment of teachers, ultimately enhancing the overall effectiveness of educational institutions.

Moreover, school heads may actively cultivate and strengthen these leadership practices. They may encourage a supportive and collaborative school culture, providing regular opportunities for supervision and mentorship, and fostering a cohesive team leadership approach will not only enhance teachers' commitment but also contribute to the overall success and effectiveness of the school. School heads may prioritize professional development in distributed leadership skills, recognizing the pivotal role these practices play in creating a conducive and motivated work environment for teachers.

Furthermore, teachers may embrace opportunities for professional growth and development provided by school leaders, participate in supportive team environments, and contribute to the overall success of the school through their commitment and dedication. By recognizing and valuing the distributed leadership initiatives implemented by school heads, teachers may foster a sense of shared responsibility and mutual support, ultimately contributing to a more cohesive and thriving educational community.

Lastly, for future researchers, delving deeper into the extensive nature of distributed leadership among school heads and its impact on the organizational commitment of teachers presents a rich avenue for exploration. A more in-depth analysis of specific leadership practices and their varying effects on different facets of organizational commitment may offer nuanced insights. Additionally, examining contextual factors influencing the effectiveness of distributed leadership in diverse educational settings may contribute to a comprehensive understanding. Employing mixed-method approaches, combining quantitative data with qualitative narratives from teachers, may provide a holistic perspective. Such research endeavors may contribute significantly to the existing knowledge base, guiding educational institutions in fostering environments that enhance teacher commitment and, consequently, student success.

REFERENCES

1. *Adeniji, A. et al. (2020). Leadership dimensions, employee engagement and job performance of selected consumer-packaged goods firms. https://www.tandfonline.com/doi/full/10.1080/23311983.2020.1801115*
2. *Adewusi, A. (2018). School climate and teachers' organisational commitment in high schools. https://repository.up.ac.za/bitstream/handle/*
3. *Adnan, S., Nahily, A., & Wang, H. (2018). To evaluate and study the relationship between employees' commitment and individual performance. https://www.diva-portal.org/smash/get/diva2*
4. *Akartuna, I. & Serin, O. (2022). COVID-19 Impact on teachers' organizational commitment in schools. https://www.frontiersin.org/articles/10.3389/fpsyg.2022.810015*
5. *Akdemir, O. & Ayik, A. (2017). The impact of distributed leadership behaviors of school principals on the organizational commitment of teachers. http://www.hrpub.org/*
6. *Alsiewi, A., Gaith, F., & Etlesh, K. (2016). Continuance commitment in the educational sector: The Libyan Perspective. http://www.ijbmi.org/*
7. *Altum, M. (2017). The effect of teacher commitment on student achievement. https://ideas.repec.org/a/hur/ijarbs/v7y2017i11p417-426.html*
8. *Andriani, D., & Nugraha, N. (2018). Spending habits and financial literacy based on the gender on employees. https://doi.org/10.1088/1757-899X/407/1/012089*
9. *Anggal, N., Kristianus, K., & Lio, Z. D. (2019). Kepemimpinan Visioner Kepala Sekolah dalam Meningkatkan Kinerja Guru. https://ojs.stkpkbi.ac.id/index.php/jgv/article/view/87*
10. *Aslamiah, A. (2019). Teachers organizational commitment in elementary school. https://www.researchgate.net/publication/330792639_*
11. *Azorín, C., Harris, A., & Jones, M. (2019). Taking a distributed perspective on leading professional learning networks. https://www.tandfonline.com/doi/full/10.1080/13632434.2019.1647418*

12. *Bano, K., Ishrat, A., & Mishra, K. K. (2019). Factors affecting organizational commitment of teachers in government and private universities. https://www.ijstr.org/final-print/nov2019/*
13. *Berkovich, I. & Bogler, R. (2020). Conceptualising the mediating paths linking effective school leadership to teachers' organisational commitment. https://doi.org/10.1177/1741143220907321*
14. *Bernaldez, E. A., & Gempes, G. P. (2016). The mediating effect of conflict management styles of school heads on the relationship between ethical climate and organizational commitment among public elementary schools in region XI. https://www.academia.edu/download/73503631/pdf_46.pdf*
15. *Bibiso, A., Olango, M., & Bibiso, M. (2017). The relationship between teachers commitment and female students academic achievements in some selected secondary school in Wolaita zone, Southern Ethiopia. https://files.eric.ed.gov/fulltext/EJ1132934.pdf*
16. *Brown, S. (2019). Teacher job satisfaction and school leadership. https://scholarworks.waldenu.edu/*
17. *Burmansah, B., Sujanto, B., & Mukhtar, M. (2019). Work-life quality, job involvement, and affective commitment of school teachers. https://www.researchgate.net/publication/336890131_*
18. *Caballero, C. G., & Guhao Jr, E. S. (2020). Structural equation model on organizational commitment of private schools' library personnel in region XI. http://buscompress.com/uploads/3/4/9/8/34980536/riber_*
19. *Cavalcanti G. Ferreira, P. & Rabelo Neiva, E. (2018). Antecedents of turnover in federal public administration. https://doi.org/10.1108/RAUSP-04-2018-008*
20. *Caong, W. & Israel, G. (2023). Influence of leadership styles of school leaders and teacher's work motivation to teaching performance. https://uijrt.com/articles/v4/i5/UIJRTV4I50003.pdf*
21. *Chan, C. C., & Chew, J. (2018). Human resource practices, organizational commitment and intention to stay. https://www.scielo.br/j/ram/*
22. *Chih, Y.et al, (2018). Interactive effects of supportive leadership and top management team's charismatic vision in predicting worker retention in the Philippines. https://doi.org/10.1061/(asce)co.1943-7862.0001553*
23. *Day, C., Qing, G., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. https://www.researchgate.net/publication/293807420_*
24. *de Araujo Guerra G. et al, (2016). Cognitive load and self-determination theories applied to e-learning: impact on students' participation and academic performance. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0152462*
25. *DeFlaminis, J.; Abdul-Jabbar, M., & Yoak, E. (2016). Distributed leadership in schools. https://www.taylorfrancis.com/books/*
26. *Donkoh, K. E., & Baffoe, S. (2018). Instructional supervisory practices of headteachers and teacher motivation in public basic schools in Anomabo Education Circuit. https://doi.org/10.20448/journal.509.2018.51.43.50*
27. *Donley, J., Detrich, R., States, J., & Keyworth, (2020). Distributed leadership. Oakland, CA: https://www.winginstitute.org/leadership-models-distributed*
28. *Eckert, J. (2019). Collective leadership development: Emerging themes from urban, suburban, and rural high schools.*
29. *Edrogen, E. & Cavh, E. (2019). Investigation of organizational commitment levels of physical education and classroom teachers. http://www.hrpub.org/*
30. *Eliyana, A. et al. (2022). Supportive leadership. https://www.researchgate.net/publication/359439186_*
31. *Ehmed, J. (2022). The contribution of teachers commitment to their individual work performance in Tanzania. http://www.globalscientificjournal.com/*
32. *Eren, E. (2017). Örgütsel davranış ve yönetim psikolojisi. https://www.kitapyurdu.com/kitap/*
33. *Fullan, M. and Quinn, J. (2016). Coherence: The right drivers in action for schools, districts. https://michaelfullan.ca/coherence-the-right-drivers-in-action-for-schools-districts-and-systems/*
34. *Goksoy, S. (2016). Analysis of the relationship between shared leadership and distributed leadership. Eurasian Journal of Educational Research, 65, 295-312. http://dx.doi.org/10.14689/ejer.2016.65.17*
35. *Gordon, S. (2018). Leadership's role in teachers' commitment and retention: a case study analysis. https://desu.dspacedirect.org/bitstream/handle/20.500.12090/46/*
36. *Guoyan, S. et al. (2021). Teachers' self-efficacy, mental well-being and continuance commitment of using learning management system during COVID-19 pandemic. https://doi.org/10.1080/10494820.2021.1978503*
37. *Taing, M. (2020). The multidimensional nature of continuance commitment: Commitment owing to economic exchanges versus lack of employment alternatives. Journal of Business & Psychology, 169(26),269-284.*
38. *Talibilm. (2021). What is supervision in education? https://talibilm.pk/what-is-supervision-in-education/*
39. *Tashome, Z. T. et al., (2016). Teachers professional commitment towards students learning, their profession. Journal of teacher education and educator 5 (3) 289-314.*

40. *Tian, M., Risku, M., & Collin, K. (2016). A meta-analysis of distributed leadership from 2002 to 2013: Theory development, empirical evidence and future research focus.*
41. *Ulabor, E. & Bosede, A. (2019). Employee commitment and organizational performance in selected fast food outlets in Osun state. https://doi.org/10.35912/ijfam.v1i1.55*
42. *Warman, S. et al. (2021). Leadership style and principal supervision in improving teacher performance at state high schools in Kutai Kartanegara Regency, East Kalimantan Province, Indonesia. https://doi.org/10.35877/454RI.eduline581*
43. *Welton, M. (2020). Coherence: Why is it not routinely accomplished in secondary school? https://researchspace.auckland.ac.nz/handle/2292/53037*
44. *Yelamanchili, RK (2019). Impact of supportive leadership on perceived sales team cohesion: Mediation of critical thinking and moderation of empowerment. https://doi.org/10.1504/IJBEX.2019.101533*
45. *Yu, PL (2017). Innovative culture and professional skills: The use of supportive leadership and individual power distance orientation in IT industry. https://doi.org/10.1108/IJM-10-2014-0214*
46. *Yukl, G. & Gardner, W. (2020). Leadership in organizations, 9th ed.; Pearson Education: Boston, UK.*
47. *Zainudin, A. et al. (2022). The relationship and influence of principals' multidimensional leadership on work satisfaction and organizational commitment of technical secondary school teachers in Malaysia. http://journalppw.com/*
48. *Zepeda, S., Alkaabi, A., & Tavernier, M. (2020). Leadership and supervision. https://doi.org/10.1093/acrefore/9780190264093.013.617*
49. *Zhang, Q., Siribanpitak, P., & Charoenkul, N. (2018). Creative leadership strategies for primary school principals to promote teachers' creativity in Guangxi, China. https://doi.org/10.1016/j.kjss.2018.08.007*