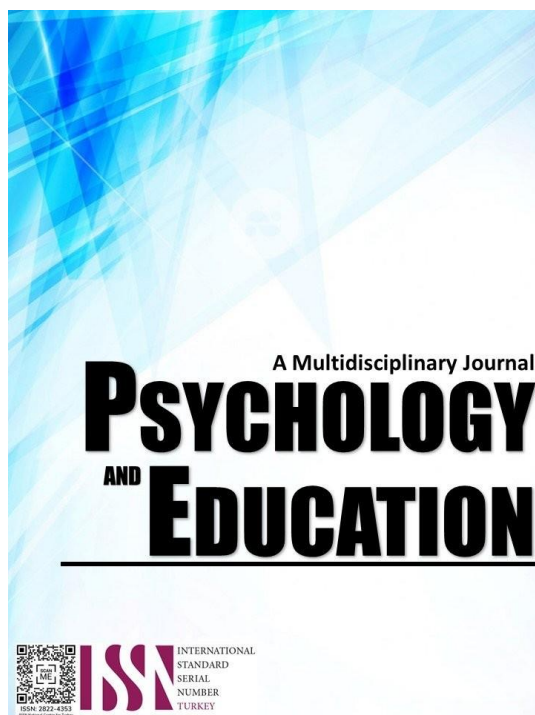


# **THE CORRELATION BETWEEN LEADERSHIP SKILLS AND WORK COMMITMENT OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN GENERAL LUNA QUEZON**



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# The Correlation between Leadership Skills and Work Commitment of Public Elementary School Teachers in General Luna Quezon

Liezl P. Almonte,\* Melchor Espiritu

For affiliations and correspondence, see the last page.

## Abstract

The correlation between leadership skills and work commitment among public school elementary teachers is a point of inquiry that imposes implications for educational leadership and organizational effectiveness. Elementary teachers, who play a crucial role in shaping the learning experiences and outcomes of young students, have their work commitment directly impacting student achievement and overall school performance. This study aims to assess the levels of leadership skills and work commitment of public elementary school teachers in General Luna, Quezon as well as determine the relationship between the two variables as well as determine the relationship between the two variables. A non-experimental descriptive--correlational quantitative method will be employed in this study since it aims to assess the levels of leadership skills and work commitment of public school elementary teachers as well as determine the degrees of correlation between the two variables. The strength of descriptive research designs is vested upon its ability to describe a certain phenomenon as well as its unique features. Moreover, it provides vast options of data gathering that may be measured quantitatively or qualitatively and analyzed statistically (Nassaji, 2017). The findings underscored the respondent's proficiency in administrative, interpersonal, and conceptual domains, highlighting their pivotal role in shaping a supportive and effective educational environment.

**Keywords:** *administrative leadership skill, affective commitment, interpersonal leadership skill*

## Introduction

In the educational context, leadership plays a crucial role in shaping the overall teaching environment of teachers and influencing their attitudes and commitment levels. Schools are naturally resistant to change; therefore, once a school develops its culture, all standards and innovations within that school will be subjected to the existing culture. For these reasons, school leaders must understand their crucial role in developing a culture that maximizes student and staff success and minimizes stress for these same groups (Dinsdale, 2017).

Transformational leadership has been linked to higher levels of commitment among teachers and student achievement. Leaders motivate followers by allowing them to be aware of the importance of organizational goals and by urging them to act beyond their self-interest and for the sake of the organization (Leithwood and Sun, 2018). Effective leaders can inspire and motivate, fostering a positive work environment that encourages commitment among their peers and the success of their students' learning outcomes.

Additionally, teachers' commitment to their work can directly impact students. When teachers are dedicated and engaged, students often respond positively, showing increased motivation and academic performance. Sustainable teaching performance is an important concept in education, one that focuses on the long-term success of teaching. It entails creating and maintaining a positive learning environment for students and providing adequate resources and support for teachers' professional well-being (Criollo-C et al., 2022). Effective leadership warrants that the necessary resources are made available so that a positive and supportive culture is maintained and teachers are motivated to perform their best. Since the core of an instructing institution is the educators, their well-being must be prioritized in the academic circumstances to both improve students' skills and to motivate and inspire participation and involvement in the class (Shu, 2022).

The correlation between leadership skills and work commitment among public school elementary teachers is a point of inquiry that imposes implications for educational leadership and organizational effectiveness. Elementary teachers, who play a crucial role in shaping young students' learning experiences and outcomes, have their work commitment directly impacting student achievement and overall school performance. Alzoraiki et al. (2023) highlight the significance of educational leadership and work commitment in developing nations where sustainable teaching practices and effective leadership are lacking, as it ensures ongoing processes and achieves favorable academic results. Understanding this correlation between leadership skills and work commitment becomes essential for institutional policymakers, administrators, and school leaders who aim to cultivate a positive work environment and enhance teacher retention rates.

Thus, the researchers plan to explore existing literature on leadership styles in education, teacher commitment, and the impact on student outcomes to provide a strong theoretical framework for this study. We recognize the crucial role that institutional policymakers, administrators, and school leaders play in shaping the educational landscape, and we value your input and insights. Moreover, a quantitative non-experimental descriptive-correlational method will be employed since it aligns well with the objective of assessing the levels of leadership skills and work commitment among public-school elementary teachers, as well as determining the degree of correlation between these variables. The researchers will also ensure that they carefully select appropriate instruments for data collection, such as surveys or questionnaires, to measure leadership skills and work commitment reliably.

## Research Questions

This study aims to assess the levels of leadership skills and work commitment of public elementary school teachers in General Luna, Quezon as well as determine the relationship between the two variables as well as determine the relationship between the two variables. Particularly, it aims to:

1. Identify the level of leadership skills possessed by public elementary school teachers in General Luna, Quezon in terms of:
  - 1.1. administrative skills;
  - 1.2. interpersonal skills; and
  - 1.3. conceptual skills?
2. Identify the level of work commitment of public elementary teachers in General Luna, Quezon in terms of:
  - 2.1. commitment to the teaching profession;
  - 2.2. commitment to the school; and
  - 2.3. commitment to teaching and learning?
3. Is there a significant relationship between public school elementary teachers' leadership skills and work commitment?
4. Based on the results, what program/s can be proposed to strengthen and improve the leadership skills and work commitment of public-school elementary teachers in General Luna, Quezon?

## Methodology

### Research Design

A non-experimental descriptive--correlational quantitative method will be employed in this study since it aims to assess the levels of leadership skills and work commitment of public school elementary teachers as well as determine the degrees of correlation between the two variables. The strength of descriptive research designs is vested in their ability to describe a certain phenomenon as well as its unique features. Moreover, it provides vast options for data gathering that may be measured quantitatively or qualitatively and analyzed statistically (Nassaji, 2017). Meanwhile, in the investigation of degrees of association, it is necessary to make use of the correlation method. The utilization of the non-experimental descriptive--correlational method to conduct the study implies that the researcher does not aim to manipulate or control the study's variables but instead uses descriptive and correlation statistics to achieve the study's objectives (Creswell, 2012).

### Respondents

There was a total population of 212 public school elementary teachers in General Luna, Quezon. Using the Raosoft Sample Size Software Calculator, the researcher determined a sample size of 137. Therefore, the target sample will be 137 public school elementary teachers. In this undertaking, the researcher will utilize simple random sampling to eliminate the bias in sampling. Further, this will enable all individuals of being selected in the sample. Saunders, Lewis, and Thornhill (2012) explained that theoretically, simple random sampling removes the likelihood of bias. The chosen sample, therefore, become representatives of the population. The respondents for this study will comprise of public school elementary teachers from public elementary schools located at General Luna, Quezon.

### Instrument

The research instrument will be a researcher-made survey questionnaire. The instrument was divided into three parts: Part I was about the demographic profile of the respondents; Part II consists of the leadership skill questionnaire and; Part III contained the Teachers' Job Commitment for Students. A five-point Likert scale was used.

### Procedure

Prior to the distribution of research instrument to the respondents, the questionnaire will be forwarded to the adviser for approval and validation and will be approved by three experts. Upon approval and validation, a letter of permission to conduct the study will be given to the School Principals of General Luna, Quezon then to the public school elementary teachers included in the description of respondents.

### Data Analysis

To answer the research questions effectively, the following statistical measures will be employed in the study.

Percentage. The analysis of percentage will be employed in order to validate the results of the study. It also helped in determining the level of accuracy of the interpretation of the findings at each stage of this undertaking.

Mean. Arithmetic measurements will be used in the evaluation of the measurement necessary to answer the inquiries of the study.

P-value or Calculated Probability. The hypothesis will be tested at 0.05 confidence level. P-value or calculated probability was used to reject or accept the hypothesis of the study.

Pearson ( $r$ ) or Pearson Product Moment Correlation Coefficient. The primary objective of this study is to determine the relationship between leadership skills and work commitment of public elementary school teachers in General Luna, Quezon. In order to carry it out, the Pearson  $r$  will be utilized as a statistical measurement to help determine the level of significance of the relationship of the two variables.

## Results and Discussion

This section of the study presented, analyzed, and interpreted the data gathered from the questionnaires answered by the respondents. The presentation was in accordance with the specific questions posed based on the objectives of the study.

### Profile of the Respondents

Table 1. *Profile of the Respondents*

Category	Description	Frequency	Percentage
Gender	Male	61	44.50
	Female	76	55.50
Total		137	100.00
Age	25-35 Years Old	48	35.00
	36-45 Years Old	36	26.30
	46 Years Old and Above	53	38.70
Total		137	100.00
Years of Service	0 – 5 Years	20	14.60
	6 – 10 Years	28	20.40
	11 – 15 Years	23	16.80
	16 – 20 Years	23	16.80
	21 – 25 Years	22	16.10
	26 Years and Above	21	15.30
Total		137	100.00

Table 1 shows the profile of the respondents. Most of the respondents were female, with a frequency count of 76 and a percentage of 55.50. Also, most of the respondents were 46 years old and above, with a frequency count of 53 and a percentage of 38.70. Lastly, in terms of years of service, most of the respondents were in services for an approximate of 6 to 10 years, with a frequency count of 28 and a percentage of 20.40.

### Leadership Skills of Public-School Elementary Teachers

#### In terms of Administrative Skills

Table 2. *Leadership Skills of Public-School Elementary Teachers In terms of Administrative Skills*

Statement	Mean	Interpretation	Rank
I usually know ahead of time how people will respond to a new idea or proposal.	4.5693	Very True	1
Filling out forms and working with details comes easily for me.	4.4964	Very True	2
Managing people and resources is one of my strengths.	4.4161	Very True	4
Obtaining and allocating resources is a challenging aspect of my job.	3.5182	Somewhat True	5
I am effective at obtaining resources to support our program.	4.4380	Very True	3
Composite Mean	4.2876	Very True	

Table 2 presented that the participants stated that they usually know ahead of time how people will respond to a new idea or proposal, which got the highest weighted mean of 4.56 and the highest rank of 1. The findings suggested that the teacher-respondents usually know ahead of time how people will respond to a new idea or proposal. This indicates their high level of awareness and understanding of their colleagues' and students' perspectives, which likely contributes to their effective communication and leadership within the educational setting. According to Martínez-Mena et al. (2022), leadership, communication, emotional intelligence, and teamwork are the most relevant competencies for initial teacher training, positively impacting professional performance.

Meanwhile, the group of participants stated that obtaining and allocating resources is a challenging aspect of their job, which obtained the least weighted mean of 3.51 and least rank of 5. The findings suggested that obtaining and allocating resources is a challenging aspect of the teacher-respondents' job. This highlighted the difficulties they face in ensuring that their classrooms are adequately equipped to support effective teaching and learning. Despite these challenges, their commitment to using resources efficiently underscores their dedication to providing quality education. Suryana et al. (2020) stated that effective teacher leadership in the classroom involves being a good listener, building empathy, eliminating rigidity, growing awareness, building relationships, and fostering a shared view.

The composite mean of 4.49 concluded that the teacher-respondents have a high degree of leadership skills in terms of administrative skills. The findings suggested that the teacher-respondents have a high degree of leadership skills in terms of administrative skills. This

indicated their proficiency in managing classroom operations, organizing resources, and ensuring smooth execution of educational plans. Their strong administrative capabilities contribute significantly to the overall effectiveness of the educational environment, enabling them to address challenges proactively and maintain a well-structured learning atmosphere. Induction training significantly impacts teachers' management skills, enhancing inclusive environments, human resource management, and learning outcomes in basic education (Gopang & Kazimi, (2022).

### In terms of Interpersonal Skills

*Table 3. Leadership Skills of Public-School Elementary Teachers In terms of Interpersonal Skills*

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
I am effective at problem-solving.	4.4599	Very True	2
Understanding the social fabric of the program is important to me.	4.4453	Very True	3
I am able to sense the emotional undercurrents in my group.	3.5109	Somewhat True	5
In my work, I enjoy responding to people's requests and concerns.	4.5036	Very True	1
I use my emotional energy to motivate others.	4.4453	Very True	4
Composite Mean	4.2730	Very True	

Table 3 presented that the participants stated that they enjoyed responding to people's requests and concerns, which got the highest weighted mean of 4.50 and the highest rank of 1. The findings suggested that the respondents enjoyed responding to people's requests and concerns. This indicated a positive engagement with their roles, where they find satisfaction in addressing and assisting with various inquiries and issues. Their enjoyment in these interactions likely contributes to a more responsive and supportive environment, fostering better communication and problem-solving within their community or organization. Teachers with improved interpersonal communication skills, such as clarity, credibility, and familiarity, are more likely to engage in shared leadership within their teacher communities (Nedzinskaitė-Mačiūnienė & Merkytė, 2019).

Meanwhile, the group of participants stated that they were able to sense the emotional undercurrents in their group, which obtained the least weighted mean of 3.51 and least rank of 5. The findings suggested that the respondents were able to sense the emotional undercurrents in their group. This indicated a high level of emotional intelligence among the respondents, allowing them to perceive and understand the emotions and dynamics within their group. This capability likely enhanced their ability to respond appropriately to the needs and concerns of their peers, fostering a more empathetic and cohesive environment. Their sensitivity to emotional cues can contribute to more effective communication, conflict resolution, and overall group harmony. According to Xie & Derakhshan (2021), positive teacher interpersonal communication behaviors, such as care, clarity, credibility, rapport, stroke, immediacy, and confirmation, positively predict student academic outcomes and engagement.

The composite mean of 4.49 concluded that the teacher-respondents have a high degree of leadership in terms of interpersonal skills. The findings suggested that the teacher-respondents have a high degree of leadership in terms of interpersonal skills. This indicates that they are adept at managing relationships, communicating effectively, and fostering a positive and collaborative environment. Their ability to sense emotional undercurrents within their groups, respond to requests and concerns with empathy, and understand the dynamics of their teams contributes significantly to their leadership effectiveness. Such interpersonal skills are crucial for creating a supportive and productive educational setting, enhancing both teacher and student experiences. Kumari (2020) stated that interpersonal skills, including effective communication and relationship building, are crucial for teacher trainees to create a positive learning environment and contribute to student growth.

### In terms of Conceptual Skills

*Table 4. Leadership Skills of Public-School Elementary Teachers In terms of Conceptual Skills*

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
Seeing the big picture comes easily for me.	3.5693	Somewhat True	5
Making strategic plans for my program appeals to me.	4.4745	Very True	4
The key to successful conflict resolution is respecting my opponent.	4.5474	Very True	1
I enjoy discussing our program's values and philosophy.	4.5401	Very True	2
I work hard to find consensus in conflict situations.	4.4964	Very True	3
Composite Mean	4.3255	Very True	

Table 4 presented that the participants stated that the key to successful conflict resolution is respecting their opponent, which got the highest weighted mean of 4.54 and the highest rank of 1. The findings suggested that the teacher-respondents believe that the key to successful conflict resolution is respecting their opponent. This indicated an understanding that mutual respect is fundamental in resolving disagreements, fostering a positive and collaborative atmosphere, and achieving constructive outcomes. By prioritizing respect, teachers can navigate conflicts more effectively, maintaining healthy relationships and promoting a supportive educational environment. Teacher leadership needs improved conceptual clarity, cross-country research designs, and attention to potential 'dark sides' for further development (Schott, et al., 2020).

Meanwhile, the group of participants stated that seeing the big picture comes easily for them, which obtained the least weighted mean of 3.56 and least rank of 5. They find it easy to see the big picture. This ability allows them to grasp overarching concepts, understand



complex situations, and make informed decisions that consider long-term implications. Seeing the big picture is crucial in educational settings, as it helps teachers develop comprehensive curricula, set meaningful learning objectives, and align instructional strategies with broader educational goals. It also enables them to anticipate challenges, adapt teaching methods as needed, and foster a holistic approach to student development. According to Naila & Ullah (2023), training teachers is crucial for effectively developing students' leadership skills, as most teachers find problem-solving skills not fully developed among students.

The composite mean of 4.49 concluded that the teacher-respondents have a high level of leadership skills in terms of conceptual skills. Conceptual skills were crucial for teachers in leadership roles as they involved the ability to understand complex situations, analyze problems, and develop innovative solutions. Teachers with strong conceptual skills can effectively envision and articulate educational goals, align curriculum with learning outcomes, and devise strategies to enhance student engagement and achievement. These skills also enable them to navigate educational reforms, interpret data to drive instructional decisions, and collaborate with colleagues to foster a supportive learning environment. Warren (2021) stated that teacher leadership skills significantly improve student performance and achievement, both inside and outside the classroom.

## Work Commitment of Public-School Elementary Teachers

### In terms of Commitment to Teaching Profession

Table 5. *Work Commitment of Public-School Elementary Teachers In terms of Commitment to Teaching Profession*

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
I enjoy my job as a teacher and do my best to raise the quality of the teaching and learning environment of the school.	4.5912	Very True	1
I rarely get to school late.	4.5255	Very True	2
I carry school tasks home to meet specific targets or deadlines.	3.5036	Somewhat True	5
I do not mind working after school hours for the progress of the school.	4.4964	Very True	4
I put a great deal of effort beyond what is normally expected of me to help the school and students be successful.	4.5182	Very True	3
Composite Mean	4.3270	Very True	

Table 5 presented that the participants stated that they enjoy their job as a teacher and do their best to raise the quality of the teaching and learning environment of the school, which got the highest weighted mean of 4.59 and the highest rank of 1. The findings suggested that the participants had a strong affinity for their roles as teachers, expressing enjoyment and satisfaction in their job. They conveyed a sense of dedication by stating that they strived to enhance the quality of the teaching and learning environment within the school. This commitment was evident in their efforts to improve various aspects of education delivery and student engagement. By emphasizing that they "do their best," the participants highlighted their proactive approach to elevating educational standards and fostering a supportive learning atmosphere. This sentiment not only reflects their professional ethos but also underscores their role in shaping a positive school environment conducive to effective teaching and learning outcomes. According to Ma (2022), teachers' professional identity is shaped by their commitment and motivation, which impacts their efficiency and effectiveness in addressing school problems and teaching tasks.

Meanwhile, the group of participants stated that they carry school tasks home to meet specific targets or deadlines, which obtained the least weighted mean of 3.50 and least rank of 5. Hariri & Sumintono (2020) stated that committed teachers possess four qualities: desire to be good teachers, being fact purveyors, recognizing individual worth, and meeting professional responsibilities. The findings suggested that the group of participants used to carry school tasks home to meet specific targets or deadlines. This practice reflected their commitment to fulfilling responsibilities beyond regular school hours, demonstrating a proactive approach to ensuring tasks were completed punctually. By bringing work home, they aimed to achieve set objectives and maintain efficiency in their professional duties. This dedication illustrated their willingness to invest additional time and effort to meet the demands of their roles, contributing to the overall productivity and success of their educational endeavors.

The composite mean of 4.32 concluded that the teacher-respondents have a high degree of work commitment in terms of commitment to teaching profession. The findings suggested that the teacher-respondents had a high degree of work commitment, particularly in terms of their dedication to the teaching profession. This commitment was evident through their consistent efforts to improve their teaching practices, engage students effectively, and enhance the overall learning experience. They demonstrated a strong sense of responsibility towards their roles, often going above and beyond to ensure student success and educational excellence. Their commitment extended beyond classroom hours, as they actively sought professional development opportunities and engaged in continuous learning to further hone their skills. This dedication not only underscored their passion for teaching but also highlighted their role as pivotal influencers in shaping a positive learning environment within their schools. Teacher autonomy positively and moderately impacts teachers' professional dedication, with high levels of commitment to the profession, dedication to students, and selfless work (Ertürk, 2023).

### In terms of Commitment to School

Table 6 presented that the participants stated that they feel emotionally attached to the school, teachers, and students, which got the

highest weighted mean of 4.58 and the highest rank of 1.

**Table 6. Work Commitment of Public-School Elementary Teachers In terms of Commitment to School**

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
I feel as if the problems of the school are mine.	3.7445	Very True	5
I feel emotionally attached to the school, teachers, and students.	4.5839	Very True	1
I am willing to do my best to help the school even if it is inconvenient for me.	4.4161	Very True	4
I would accept any type of job assignment as long as I remain working in the institution.	4.5255	Very True	2
I do my tasks to the best of my ability even without supervision.	4.5255	Very True	3
Composite Mean	4.3591	Very True	

The findings suggested that the participants expressed a strong emotional attachment to the school, their fellow teachers, and the students. They conveyed a deep sense of connection and belonging, emphasizing their emotional investment in the school community. This attachment was evident in their interactions and relationships within the educational setting, where they demonstrated care and concern for both their colleagues and the students they taught. The participants' emotional attachment underscored their commitment to fostering a supportive and nurturing environment, essential for effective teaching and learning. It highlighted their dedication not only to their professional roles but also to the broader school community, contributing positively to the overall ethos and cohesion within the educational institution. Teachers' affective commitment to their school increases with the quality of work life and their job involvement in the school (Burmansah et al., 2019).

Meanwhile, the group of participants stated that they feel as if the problems of the school are theirs, which obtained the least weighted mean of 3.74 and least rank of 5. The findings suggested that the group of participants felt a deep sense of ownership and responsibility towards the problems of the school. They expressed a strong sentiment of solidarity, viewing the school's challenges as personal and integral to their own concerns. This attitude reflected their commitment to actively engage in addressing issues and finding solutions, demonstrating a proactive approach to improving the school's overall environment and effectiveness. Their perception of the school's problems as their own underscored their dedication to contributing positively and making a meaningful impact within their educational community. This sense of ownership not only strengthened their resolve to collaborate with colleagues but also reinforced their role as invested stakeholders in the school's continuous improvement and success. According to Ishkra, (2019), quality of work life and job involvement positively impact teachers' affective commitment to their work and school organization, leading to stronger emotional bonds and a desire to be there.

The composite mean of 4.35 concluded that the teacher-respondents have a high level of work commitment in terms of commitment to school. The findings suggested that the teacher-respondents exhibited a high level of work commitment, particularly in terms of their dedication to the school. They demonstrated a strong sense of responsibility and loyalty towards the institution, actively engaging in activities and initiatives that contributed to its improvement and success. Their commitment was evident through their willingness to invest time and effort beyond their teaching duties, participating in school events, committees, and professional development opportunities aimed at enhancing the school's educational offerings. This dedication underscored their role as proactive contributors to the school community, fostering a positive work environment and supporting its overall mission and objectives. Their high level of commitment not only reflected their passion for education but also highlighted their role as key influencers in shaping a cohesive and thriving educational institution. Meanwhile, Uwannah & Frank (2023) stated that compensation and performance appraisal significantly influence teachers' work commitment, with monetary compensation being the most prevalent package.

### In terms of Commitment to Teaching and Learning

**Table 7. Work Commitment of Public-School Elementary Teachers In terms of Commitment to Teaching and Learning**

<i>Statement</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
I feel emotionally attached to the school, teachers, and students.	4.4380	Very True	4
I am willing to do my best to help the school even if it is inconvenient for me.	4.4891	Very True	1
I would accept any type of job assignment as long as I remain working in the institution.	3.9197	Very True	5
I do my tasks to the best of my ability even without supervision.	4.4891	Very True	2
I put a great deal of effort beyond what is normally expected of me to help the school and students be successful.	4.4745	Very True	3
Composite Mean	4.3620	Very True	

Table 7 presented that the participants stated that they were willing to do their best to help the school even if it is inconvenient for them, which got the highest weighted mean of 4.48 and the highest rank of 1. The findings suggested that the participants expressed a strong willingness to do their best to help the school, even if it was inconvenient for them. This statement highlighted their selflessness and dedication to the institution's welfare, emphasizing their readiness to go beyond personal convenience to contribute positively. Their commitment was evident in their proactive approach to supporting various school initiatives, whether through volunteering for extra responsibilities, participating in school improvement projects, or assisting colleagues and students outside of regular duties. This attitude underscored their sense of responsibility and their belief in the collective effort needed to foster a supportive and successful educational environment. Their readiness to prioritize the school's needs over personal convenience reflected their deep commitment to advancing the school's mission and enhancing its overall effectiveness. Passion and commitment are essential for effective teaching,

which significantly impacts student learning outcomes and contributes to high quality education (Serin, 2023).

Meanwhile, the group of participants stated that they would accept any type of job assignment as long as they remain working in the institution, which obtained the least weighted mean of 3.91 and least rank of 5. The findings suggested that the group of participants expressed a willingness to accept any type of job assignment as long as they could continue working within the institution. This statement underscored their strong commitment and loyalty to the organization, highlighting their flexibility and readiness to contribute in various capacities. Their willingness to take on diverse job roles reflected their dedication to supporting the school's mission and maintaining a cohesive work environment. This attitude not only demonstrated their resilience and adaptability but also emphasized their belief in the importance of their ongoing contribution to the institution's overall success and development. According to Utama et al. (2023), achievement motivation significantly contributes to teacher work commitment, with higher motivation leading to increased commitment.

The composite mean of 4.36 concluded that the teacher-respondents have a high level of work commitment in terms of commitment to teaching and learning. The findings suggested that the teacher-respondents exhibited a high level of work commitment, particularly in terms of their dedication to teaching and learning. They demonstrated a strong passion for their profession, actively engaging in continuous professional development to enhance their teaching skills and methodologies. Their commitment to teaching was evident through their efforts to create stimulating learning environments, adapt curriculum to meet student needs, and employ innovative teaching strategies. Moreover, they showed a genuine interest in their students' academic growth and personal development, fostering supportive relationships and providing individualized support when necessary. This commitment underscored their role as dedicated educators, striving to uphold high standards of education and contribute positively to student learning outcomes and overall school success. Zhao (2023) stated that teachers with high organizational commitment are more effective in teaching, leading to improved student performance and satisfaction.

Relationship Between Public School Elementary Teachers’ Leadership Skills and Work Commitment

Table 8. Relationship Between Public School Elementary Teachers’ Leadership Skills and Work Commitment

Variables Compared	r-value	p-value	Decision	Interpretation
Leadership Skills vs. Work Commitment	0.42	0.539	p>0.01, Accept Ho	Not Significant

Presented in Table 8, when the responses of the participants on their leadership skills and work commitment were correlated, the computed R-value of 0.42 has a corresponding p-value of more than 0.01, thus accepting the hypothesis. This outcome implied that the extent to which teachers integrate leadership skills into their work commitment does not necessarily correlate with higher levels of engagement. The results suggested that the extent to which teachers integrate leadership skills into their work commitment does not necessarily correlate with higher levels of engagement. This outcome implied that while leadership skills are important for fostering a positive work environment and influencing educational outcomes, their direct impact on teacher engagement may vary. Factors such as job satisfaction, organizational support, and personal motivation likely play significant roles in determining the overall engagement levels of teachers. Therefore, while leadership skills contribute to effective teaching practices and school leadership, they may not always directly translate into increased levels of individual teacher engagement without considering broader contextual factors within the educational setting. Teachers' commitment to transformational leadership mediates the relationship between it and sustainable teaching performance, improving teaching outcomes in developing countries (Dash & Vohra, 2019).

Action Plan

Table 9. Proposed Program

Program	Objectives	Description	Person In Charge
Emotional Intelligence Training Program	Enhance teachers' emotional awareness and interpersonal skills. Improve ability to navigate emotional dynamics within teams and with students.	This program will consist of workshops and seminars focusing on emotional intelligence development for educators. Topics will include empathy, communication, and conflict resolution skills.	Professional Development Coordinator
Resource Management Strategies	Optimize resource allocation and utilization in classrooms. Ensure transparent and efficient distribution of resources aligned with educational goals.	Regular assessments of classroom needs will be conducted, followed by budget planning workshops for teachers to manage resources effectively.	School Administrator
Continuous Professional Development	Equip teachers with updated knowledge and innovative teaching practices. Foster ongoing learning and skill development among educators.	This program will support teachers' attendance at conferences, workshops, and certification courses relevant to their subject areas and teaching methodologies.	Curriculum Director
Collaborative Learning Communities	Promote collaboration among educators. Facilitate sharing of effective teaching strategies and	Professional learning communities (PLCs) and interdisciplinary projects will be established to encourage collaboration and knowledge exchange	Team Leader



Recognition and Support Systems	collective problem-solving. Acknowledge and incentivize teaching excellence and innovation. Provide tangible support for educators' professional growth and well-being.	among teachers. Implementation of awards for teaching excellence, mentorship programs, and grants for innovative projects to support educators' efforts and commitment to education.	Human Resources
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Table 9 showed the proposed programs based on the findings of the study. The proposed programs are designed to bolster teacher effectiveness and institutional support within educational settings, aligning with key recommendations derived from comprehensive study findings. First, the Emotional Intelligence Training Program aims to enhance educators' emotional awareness and interpersonal skills through workshops and seminars focused on empathy, communication, and conflict resolution. Managed by the Professional Development Coordinator, this initiative seeks to cultivate a cohesive learning environment by empowering teachers to navigate emotional dynamics effectively. Second, the Resource Management Strategies program, overseen by the School Administrator, will optimize resource allocation and utilization through regular assessments and budget planning workshops, ensuring transparent and efficient distribution aligned with educational goals. Third, the Continuous Professional Development program, led by the Curriculum Director, will equip teachers with updated knowledge and innovative practices through support for conferences, workshops, and certifications, fostering ongoing learning and skill enhancement. Meanwhile, the Collaborative Learning Communities initiative, facilitated by a Team Leader, will promote collaboration among educators through professional learning communities and interdisciplinary projects, facilitating the exchange of effective teaching strategies and collective problem-solving. Finally, the Recognition and Support Systems program, managed by the Human Resources Manager, aims to acknowledge and incentivize teaching excellence and innovation through awards, mentorship programs, and grants, thereby enhancing educator morale and professional growth within the institution. Together, these programs aim to create a supportive educational environment that empowers teachers, promotes collaboration, and recognizes their contributions, ultimately enhancing both teaching quality and student outcomes.

Conclusions

The findings underscored the respondent’s proficiency in administrative, interpersonal, and conceptual domains, highlighting their pivotal role in shaping a supportive and effective educational environment.

In terms of administrative skills, the teacher-respondents demonstrated a keen awareness and understanding of their colleagues' and students' perspectives. This foresight enabled them to anticipate reactions to new ideas and proposals, facilitating effective communication and leadership within their educational settings. Moreover, managing resources posed a significant challenge, reflecting their efforts to ensure classrooms were adequately equipped for optimal teaching and learning. Despite these challenges, their commitment to resource efficiency underscored their dedication to delivering quality education.

Interpersonally, the respondents excelled in responding to people's requests and concerns, indicating a proactive engagement with their roles. Their enjoyment in these interactions fostered a responsive and supportive environment, conducive to better communication and problem-solving. Furthermore, their ability to sense emotional undercurrents within their groups highlighted their high emotional intelligence, enhancing their capacity to address peers' needs empathetically and maintain cohesive team dynamics.

Conceptually, the teacher-respondents emphasized the importance of mutual respect in conflict resolution, viewing it as foundational to fostering a collaborative atmosphere. Their ability to see the big picture enabled them to grasp overarching concepts, anticipate challenges, and make informed decisions aligned with educational goals. This holistic approach was instrumental in developing comprehensive curricula and adapting teaching methods to meet evolving educational needs effectively.

In terms of commitment to the teaching profession, the respondents consistently expressed enjoyment and satisfaction in their roles, striving to enhance the quality of education within their schools. Their proactive approach included taking on additional responsibilities beyond regular duties, reflecting their dedication to improving educational standards and fostering a supportive learning environment. This commitment extended to their willingness to invest personal time in professional development, further honing their skills to benefit student learning outcomes.

Their commitment to their schools was equally profound, characterized by a strong emotional attachment and a sense of ownership over school challenges. They actively engaged in addressing these issues, viewing them as integral to their professional responsibilities and personal concerns. This proactive stance demonstrated their role as invested stakeholders in their school communities, contributing positively to overall institutional improvement and cohesion.

The teacher-respondents exhibited a comprehensive array of skills and commitments that significantly contributed to their effectiveness as educators. Their leadership prowess in administrative and interpersonal domains, coupled with a strong conceptual understanding and unwavering commitment to their profession and schools, underscored their pivotal role in shaping a positive educational experience. Through their dedication, foresight, and proactive engagement, they not only fostered a supportive learning environment but also enriched the educational journey of their students, leaving a lasting impact within their educational communities.

Based on the extensive findings of the study spanning 6 to 10 years, several recommendations emerge to enhance teacher effectiveness

and institutional support within educational settings.

First, institutions should prioritize the development of educators' emotional intelligence through structured training programs aimed at enhancing interpersonal skills and emotional awareness. This initiative would empower teachers to better navigate and understand the emotional dynamics within their teams and with students, fostering a more cohesive and supportive learning environment.

Second, there is a clear need to establish robust strategies for resource management, including regular assessments of classroom needs, transparent budget allocations aligned with educational goals, and guidelines for efficient resource utilization.

Third, promoting continuous professional development opportunities is crucial to keeping educators abreast of best practices and innovations in teaching. Institutions should support teachers' participation in conferences, workshops, and certification programs that enhance both subject matter expertise and pedagogical techniques.

Fourth, fostering collaborative platforms such as professional learning communities and interdisciplinary projects can encourage collective problem-solving and the sharing of successful teaching strategies among educators.

Finally, schools should institutionalize recognition and support systems to acknowledge and incentivize teachers' commitment and contributions. This could include awards for teaching excellence, mentorship programs for new educators, and tangible support like reduced administrative duties or grants for innovative projects.

By implementing these recommendations, schools can create an environment where teachers thrive professionally, leading to enhanced educational outcomes and a positive impact on student learning and school culture.

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### **Affiliations and Corresponding Information**

**Liezl P. Almonte**

Lipa City Colleges – Philippines

**Dr. Melchor Espiritu**

Lipa City Colleges – Philippines