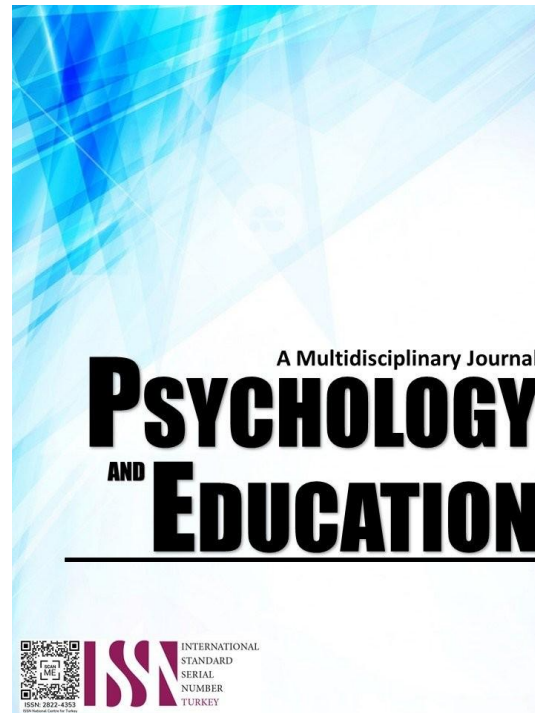


# **WORK ENGAGEMENT, ORGANIZATIONAL COMMITMENT, LEADERSHIP STYLE, AND PRODUCTIVITY OF EMPLOYEES IN A COMMUNITY COLLEGE**



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## Work Engagement, Organizational Commitment, Leadership Style, and Productivity of Employees in a Community College

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### Abstract

This study examined employee productivity at Tagoloan Community College by analyzing the influence of work engagement, organizational commitment, and leadership style on faculty, administrative, and support staff performance. A descriptive-correlational and causal research design was employed involving 125 employees selected through stratified random sampling from a population of 214. Data were collected using structured questionnaires and analyzed through descriptive statistics, Pearson correlation, and multiple regression analysis. Results showed that employees demonstrated high levels of work engagement and organizational commitment, with vigor and normative commitment emerging as the strongest dimensions. Transformational leadership received the highest ratings and exerted a significant positive influence on employee productivity. Correlation analysis revealed significant positive relationships between productivity and work engagement, organizational commitment, and leadership style. Regression findings identified vigor, absorption, normative commitment, and leadership style as the strongest predictors of employee productivity. The findings indicate that motivational factors, employee commitment, and effective leadership practices largely drive productivity in higher education institutions. Creating supportive work environments, strengthening transformational leadership, and encouraging employee involvement can enhance institutional effectiveness. These results provide practical guidance for administrators in developing human resource policies and leadership development programs and offer a foundation for future research on strategies to improve.

**Keywords:** *work engagement, organizational commitment, leadership style, productivity, employees*

### Introduction

In today's dynamic educational environment, higher educational institutions such as community colleges are confronted with significant challenges related to employee engagement, commitment, institutional leadership styles, and how these factors affect productivity. Community colleges played a pivotal role in providing quality education in an accessible and affordable manner within their communities; however, the success of these institutions largely depended on the effectiveness and dedication of employees, namely faculty members and staff, who conducted student mentoring and supported the institution in addressing diverse needs and backgrounds.

Employee productivity was a critical factor in organizational success and was influenced by various elements within the workplace context. Work engagement was shown to significantly enhance employee productivity, with vigor, dedication, and absorption playing key roles (Hanaysha, 2016). Employee engagement, driven by factors such as acculturation, open innovation, social media networking, and employee vitality, was positively linked to productivity in the banking sector (Kumari et al., 2023). Organizations were able to improve productivity by fostering engagement through effective management practices and by providing job resources that helped employees cope with workplace uncertainties (Sainger, 2019). Higher productivity levels led to numerous benefits for both employees and organizations, including economic growth, increased profitability, better working conditions, and improved employment opportunities (Sainger, 2019).

Greater emphasis was placed on employee productivity because it was a key determinant of organizational efficiency and profitability. By researching employee productivity, organizations were able to identify factors that influenced performance, such as motivation, leadership, job satisfaction, and work engagement (Alarcon, 2017). Productivity studies also helped organizations design effective interventions and policies that enhanced employee performance, resulting in a more engaged and efficient workforce (Saks, 2019). Furthermore, understanding these factors aided in addressing workplace challenges such as burnout, low morale, and employee turnover, all of which directly affected organizational output (Kurniawan & Kurniawati, 2018).

In the context of higher education institutions in the Philippines, several key issues related to employee productivity were identified. Procrastination among academic staff was prevalent and showed a low direct relationship with work productivity (Asio, 2021). Additionally, faculty research competencies were found to be predictors of research productivity, with a decreasing frequency of faculty participation as research performance parameters increased (Roman, 2021).

Studies on employee productivity further contended that organizational factors, such as management support, learning culture, and work environment, significantly influenced employee performance (Abdelwahed & Doghan, 2023). Leadership styles, including transformational, transactional, and servant leadership, were examined for their effects on employee outcomes (Bass, 2015). However, limited research had been conducted on how leadership styles, when examined together with employee engagement and organizational commitment, predicted employee productivity, particularly within higher education institutions.



This study addressed several Sustainable Development Goals (SDGs), particularly Goal 8: Decent Work and Economic Growth, which emphasized the promotion of sustained, inclusive, and sustainable economic growth, productive employment, and decent work for all. By examining how leadership styles, employee engagement, and organizational commitment influenced productivity, the study contributed to the improvement of workplace practices that fostered motivation, well-being, and effective management. Furthermore, the study aligned with Goal 4: Quality Education by focusing on higher education institutions and enhancing the work environment for faculty and staff, thereby supporting improved educational outcomes. Consequently, the study's focus on organizational dynamics and productivity had a direct impact on promoting healthier, more productive, and inclusive work environments consistent with these global goals.

Given the foregoing, this study aimed to predict employee productivity at Tagoloan Community College by considering employee engagement, organizational commitment, and leadership style. The study helped identify factors that motivated faculty members, staff, and administrators, which in turn enhanced productivity. The findings provided insights into how academic leadership, work-life balance, and career development opportunities affected employee engagement and assisted higher education institutions in creating work environments that fostered greater job satisfaction and productivity.

## Research Questions

This study aimed to predict Tagoloan Community College employees' productivity towards work engagement, organizational commitment, and leadership style. Specifically, the study sought to answer the following questions:

1. What is the level of employee work engagement in terms of:
  - 1.1 vigor;
  - 1.2 dedication; and
  - 1.3 absorption?
2. What is the level of organizational commitment in terms of:
  - 2.1 normative;
  - 2.2 affective; and
  - 2.3 continuance?
3. What is the leadership style of the institution in terms of:
  - 3.1 laissez-fair;
  - 3.2 transactional; and
  - 3.3 transformational?
4. What is the level of employees' productivity?
5. Is there a significant relationship between work engagement, organizational commitment, leadership style, and productivity of employees in Tagoloan Community College?
6. Which of the variables best predicts the productivity of employees in Tagoloan Community College?

## Methodology

### Research Design

This study employed a quantitative research approach utilizing descriptive, correlational, and explanatory (causal) designs. The descriptive design was used to determine the levels of work engagement, organizational commitment, leadership style, and employee productivity, providing a systematic description of existing conditions without manipulation of variables.

The correlational design was applied to examine the relationships among the key variables, determining whether significant associations exist without implying causality.

To further identify predictive relationships, an explanatory (causal) design was incorporated through regression analysis. While no experimental manipulation was conducted, this approach enabled the estimation of the extent to which independent variables predict employee productivity. Data were collected through structured survey questionnaires, consistent with quantitative research procedures.

### Respondents

The respondents of the study consisted of teaching and non-teaching personnel from Tagoloan Community College. A probability sampling technique, specifically stratified random sampling, was employed to ensure representativeness across relevant subgroups. The population was first divided into strata, and respondents were randomly selected from each group to minimize sampling bias and enhance generalizability.

The required sample size was determined using the Raosoft sample size calculator. Given a total population of 214 employees, a 95% confidence level, 5% margin of error, and 50% response distribution, a minimum sample size of 138 respondents was obtained. This sampling procedure ensured adequate statistical power and representation of the population.



## Research Instrument

Data were collected using a researcher-developed questionnaire composed of four sections measuring work engagement, organizational commitment, leadership style, and productivity. The instrument utilized a 5-point Likert scale ranging from “strongly disagree” to “strongly agree,” allowing respondents to indicate the extent of their agreement with each statement.

The questionnaire items were developed based on relevant literature and aligned with the study objectives. Prior to administration, the instrument underwent content validation by experts to ensure clarity, relevance, and alignment with the constructs being measured. Reliability testing was also conducted to establish internal consistency, ensuring the suitability of the instrument for data collection.

## Data Gathering Procedure

Prior to data collection, approval was secured from the administration of Tagoloan Community College. The researcher coordinated with department heads and respondents to facilitate the smooth administration of the survey. The questionnaires were distributed personally and, where necessary, through online communication. Participants were provided with informed consent forms detailing the purpose of the study, procedures, and their rights as respondents. Sufficient time was given to complete the questionnaire, and the researcher remained available to address queries or clarifications. Completed questionnaires were collected, checked for completeness, and prepared for analysis. All responses were encoded and stored securely to ensure data integrity and confidentiality.

## Data Analysis

Descriptive and inferential statistical techniques were employed in analyzing the data. Mean and standard deviation were used to describe the levels of work engagement, organizational commitment, leadership style, and productivity.

To examine relationships among variables, Pearson’s product–moment correlation coefficient was used for normally distributed data; otherwise, nonparametric alternatives such as Spearman’s rho or Kendall’s tau were applied.

Multiple linear regression analysis was conducted to determine the extent to which independent variables predict employee productivity. This analysis enabled the identification of significant predictors and the estimation of their relative contributions to the outcome variable. All statistical analyses were performed using appropriate software, and significance levels were set a priori.

## Ethical Considerations

Ethical principles were strictly observed throughout the study. Prior to participation, respondents were provided with informed consent forms outlining the purpose, procedures, voluntary nature of participation, and their right to withdraw at any time without penalty. Confidentiality and anonymity were ensured by not requiring personally identifiable information and by securely storing all collected data. The study adhered to the provisions of the Data Privacy Act of 2012, ensuring that all information was used solely for academic purposes. No harm, coercion, or financial inducement was involved, and transparency was maintained throughout the research process to uphold the integrity and credibility of the study.

## Results and Discussion

This section presents the data gathered from the conducted survey regarding employee engagement, organizational commitment, leadership styles, and productivity among the faculty, administrative, and support staff of Tagoloan Community College. The purpose of this section was to analyze and interpret the results of the study, focusing on how various organizational factors, namely work engagement, commitment levels, and perceived leadership approaches, related to and influenced employee productivity within the college.

### *What is the level of employee work engagement in terms of vigor, dedication, and absorption?*

Table 1. *Work engagement of employees in terms of vigor*

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
1. I feel an obligation to remain with my current school.	4.02	0.94	Agree	High
2. Even if it were to my advantage, I do not feel it would be right to leave my school now.	4.34	0.57	Agree	High
3. I would feel guilty if I left my school now.	4.38	0.54	Agree	High
4. I would not leave my school right now because I have a sense of obligation to the people in it.	4.13	0.73	Agree	High
5. I owe a great deal to my school.	4.23	0.77	Agree	High
6. This school deserves my loyalty.	4.18	0.73	Agree	High
7. I would feel uncomfortable if I left my current job after receiving so much support.	4.36	0.57	Agree	High
8. I feel an ethical obligation to remain with my employer.	4.51	0.53	Agree	High
9. I feel like I am expected to stay with my company for a long time.	4.21	0.56	Agree	High
10. I believe my organization has invested a lot in me, and I should repay that investment by staying.	4.47	0.56	Agree	High
<b>Overall-Mean</b>	<b>4.28</b>	<b>0.43</b>	<b>Agree</b>	<b>High</b>

*Legend: Scale 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderate; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.*



Table 1 presents the level of employees’ work engagement in terms of vigor. As reflected in the table, the highest mean score was obtained for indicator 8: “I feel an ethical obligation to remain with my employer,” with a mean of  $M = 4.51$  ( $SD = 0.53$ ). This indicated a strong ethical commitment among employees, suggesting that many staff members remained not merely out of necessity but because they perceived their role as a moral responsibility. The clustering of responses around the mean reflected consistency in this belief. The results reflected that ethical and emotional bonds significantly drove employee retention and vigor. This statement was consistent with the study of Bakker and Albrecht (2018), who found that emotional connectedness to one’s work and colleagues enhanced employees’ psychological investment in their roles. This sense of belonging and interpersonal attachment fueled higher levels of vigor and energy, leading to more sustained engagement over time. When individuals felt emotionally supported and aligned with their organizational environment, they were more likely to remain motivated, resilient to stress, and committed to both their tasks and their team.

On the other hand, the lowest mean score was observed in indicator 1: “I feel an obligation to remain with my current school,” with  $M = 4.02$  ( $SD = 0.94$ ). The standard deviation suggested more varied perceptions among staff regarding obligation. This may have reflected some individual uncertainty about long-term institutional attachment, particularly among employees facing personal or external job pressures. According to Toropova et al. (2020), despite a prevailing sense of loyalty and commitment to their schools, many employees faced systemic challenges that gradually undermined their sense of professional obligation. Heavy workloads, limited institutional support, and increasing administrative demands often led to stress, frustration, and burnout. These persistent pressures could have overshadowed employees’ intrinsic motivation and dedication, making it difficult for them to sustain the emotional and mental energy required to remain fully engaged. Over time, these challenges not only diminished job satisfaction but also contributed to attrition, as employees felt overwhelmed and undervalued in their roles.

The overall mean score of  $M = 4.28$  ( $SD = 0.43$ ) indicated that employees generally agreed on being vigorously engaged in their roles, with responses interpreted as “high.” This suggested a healthy sense of energy and commitment in their daily work. It also implied that institutional loyalty was reinforced through ethical obligation, mutual investment, and a supportive work environment. The relative consistency of the results supported the view that a strong psychological contract between employees and the institution enhanced work vigor. According to Saks (2019), employees who perceived fairness in workplace practices, felt valued through organizational investment, and experienced alignment with the ethical values of their organization were significantly more likely to demonstrate sustained work engagement. When individuals believed they were treated equitably through transparent policies, just leadership, and equal opportunities, they developed a sense of trust and psychological safety.

Table 2. *Work engagement of employees in terms of dedication*

Statements	Mean	SD	Description	Interpretation
1. I find the work that I do full of meaning and purpose.	4.66	0.50	Strongly Agree	Very High
2. I am enthusiastic about my work.	4.50	0.57	Agree	High
3. My work inspires me.	4.61	0.50	Strongly Agree	Very High
4. I am proud of the work that I do.	4.67	0.47	Strongly Agree	Very High
5. To me, my work is challenging.	4.66	0.57	Strongly Agree	Very High
6. I am committed to achieving the goals of my organization.	4.54	0.53	Agree	High
7. I often go above and beyond my work requirements.	4.45	0.54	Agree	High
8. I feel a strong sense of responsibility towards my work.	4.57	0.49	Strongly Agree	Very High
9. I am willing to put in extra time to meet work demands.	4.51	0.53	Agree	High
10. I am fully engaged in the tasks I perform at work.	4.48	0.63	Strongly Agree	Very High
Overall Mean	4.57	0.36	Strongly Agree	Very High

Legend: Scale 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderate; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 2 presents the level of employees’ work engagement in terms of dedication. As reflected in the table, the highest mean score was obtained for indicator 4: “I am proud of the work that I do,” with  $M = 4.67$  ( $SD = 0.47$ ). This result was described as “Strongly Agree” and interpreted as “Very High.” The responses were tightly clustered around the mean, indicating consistent feelings of pride across participants. This suggested that employees possessed a deep sense of value and fulfillment in their roles, which positively contributed to organizational culture and morale.

These results were consistent with the study of Van Woerkom et al. (2015), who found that employees given the opportunity to use and develop their personal strengths at work often experienced a deep sense of pride and fulfillment in their roles. This strengths-based alignment enhanced their sense of purpose and authenticity, allowing them to perform tasks more confidently and effectively. As a result, they exhibited higher levels of engagement, marked by greater enthusiasm, focus, and emotional investment in their work. This pride also fostered stronger dedication, as employees felt their contributions were meaningful and aligned with their core abilities.

Meanwhile, the lowest mean score was observed in indicator 7: “I often go above and beyond my work requirements,” with a mean of  $M = 4.45$  ( $SD = 0.57$ ). Although still categorized as “Agree” with a “High” interpretation, this result showed a slightly lower level of discretionary effort compared to other indicators. The more varied responses suggested that while many employees willingly exerted extra effort, others were constrained by workload, time, or role expectations. According to Primi et al. (2016), while engaged employees typically demonstrated a strong sense of dedication and commitment to their roles, the availability of job resources significantly shaped their capacity to go above and beyond expectations.



Among these, leadership support and autonomy stood out as critical factors. Supportive leadership, characterized by clear communication, recognition, and guidance, created an environment of trust and encouragement, which empowered employees to take initiative and strive for excellence.

The overall mean score of  $M = 4.57$  ( $SD = 0.36$ ) was interpreted as “Strongly Agree” and “Very High,” indicating that employees were highly dedicated to their work. This included a strong sense of purpose, enthusiasm, and willingness to invest both time and effort into achieving organizational goals. The standard deviation reflected a generally consistent experience of dedication among respondents. From a practical perspective, fostering work environments that reinforced pride, challenge, and recognition could have further elevated employee dedication. Clear goals, supportive leadership, and alignment between employee values and organizational missions characterized these environments.

These findings were supported by Hook et al. (2016), who found that cultivating a sense of meaningful work and professional purpose was a powerful driver of sustained employee engagement and long-term organizational commitment. When individuals perceived their work as purposeful and contributing to something greater than themselves, they were more likely to invest emotionally, mentally, and physically in their roles.

Table 3. *Work engagement of employees in terms of absorption*

Statements	Mean	SD	Description	Interpretation
1. Time flies when I'm working.	1.31	0.55	Strongly Agree	Very High
2. When I am working, I forget everything else around	2.43	1.15	Agree	High
3. I feel happy when I am working intensely.	4.22	0.79	Agree	High
4. I am immersed in my work.	4.32	0.55	Agree	High
5. I get carried away when I'm working.	3.97	0.84	Agree	High
6. It is difficult to detach myself from my work.	3.05	0.80	Agree	High
7. I feel energized and engaged when I am absorbed in my work.	4.31	0.62	Agree	High
8. I find it easy to become deeply involved in my work tasks.	4.28	0.56	Agree	High
9. Time passes quickly when I am focused on my work.	1.54	0.55	Agree	High
10. I get so focused on my tasks that I lose track of my feelings of fatigue.	4.09	0.92	Agree	High
Overall Mean	3.35	0.73	Agree	High

*Note: Items 1, 2, 6, and 9 are reverse-scored. Legend: Scale 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderate; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low. Reverse Legend: Scale 5 (4.51–5.00) – Strongly Agree, Very Low; 4 (3.51–4.50) – Agree, Low; 3 (2.51–3.50) – Neutral, Moderate; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very High.*

Table 3 presents the level of employees’ work engagement in terms of absorption. Among the ten indicators, the highest mean score was recorded for indicator 1: “I feel energized and engaged when I am absorbed in my work,” with  $M = 1.31$  ( $SD = 0.55$ ). This was described as “Strongly Agree” and interpreted as “Very High.” The clustering of responses around the mean suggested that most employees often experienced a psychological state of flow, losing track of time due to deep immersion in their tasks. This supported the theory that high absorption was a hallmark of engaged employees.

According to Bakker and van Woerkom (2017), the experience of flow, a psychological state in which individuals are fully immersed in a task, was characterized by deep concentration, a sense of control, and genuine enjoyment of the activity itself. In the workplace, flow often occurs when employees are engaged in tasks that challenge their skills sufficiently to require focus, yet not so much as to cause anxiety. This optimal balance led to a state where time seemed to pass quickly, distractions faded away, and the work became intrinsically rewarding.

In contrast, the lowest mean score was observed for indicator 2: “When I am working, I forget everything else around,” with  $M = 2.43$  ( $SD = 1.15$ ). Although still categorized as “Agree” and interpreted as “High,” the standard deviation indicated considerable variation in employee responses. This suggested that while some employees were fully immersed, others found it harder to detach from external distractions or personal concerns. According to Huang et al. (2022), the ability to remain focused in the workplace was not solely a matter of personal discipline or motivation; environmental and organizational conditions significantly shaped it. Factors such as high noise levels, frequent interruptions from colleagues or notifications, and the inherent complexity or monotony of a task could disrupt concentration. When employees were subjected to constant distractions, their cognitive resources became strained, making it harder to maintain sustained attention.

The overall mean score for work engagement in terms of absorption was  $M = 3.35$  ( $SD = 0.73$ ), described as “Agree” and interpreted as “High.” This suggested that, in general, employees were positively engaged and immersed in their work. However, the standard deviation indicated some variability in how strongly this engagement was experienced across individuals. These findings implied that while employees demonstrated strong engagement, organizational strategies such as enhancing task clarity, reducing interruptions, and providing supportive leadership could have further deepened their absorption and overall work engagement. These results were consistent with the study of Schaufeli (2017), who reported that high absorption was a vital component of work engagement, characterized by deep immersion and intense concentration in one’s tasks to the point where time seemed to pass quickly, and external distractions were minimized. This psychological state allowed employees to become fully involved in their work, fostering a sense of flow and satisfaction. When individuals consistently experienced high absorption, they were more likely to maintain strong and sustained performance, as their focus enabled them to complete tasks with efficiency and precision.



Table 4. Summary of Mean Scores for the level of work engagement among employees

Sub-variables	Mean	SD	Description	Interpretation
Vigor	4.28	0.43	Agree	High
Dedication	4.57	0.53	Strongly Agree	Very High
Absorption	3.35	0.73	Agree	High
Overall Mean	4.06	0.56	Agree	High

Legend: Scale 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderate; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 4 presents the summary of mean scores for the level of work engagement among employees. As shown in the table, employees obtained the highest mean for Dedication (M = 4.57, SD = 0.53). This indicated that employees were highly dedicated to their work, demonstrating a strong emotional investment and commitment to their roles. This suggested that the workforce exhibited a sense of purpose and enthusiasm, which were essential components of organizational success. According to İnceoğlu et al. (2018), dedication fueled sustained motivation, which was essential for maintaining high levels of engagement over time. Moreover, it contributed to long-term productivity, as employees who were deeply committed to their roles were more likely to invest energy, show initiative, and remain loyal to the organization. In this way, dedication served as a powerful driver of both individual and organizational success.

Vigor obtained a mean score of M = 4.28 (SD = 0.43), indicating that employees generally agreed that they had high levels of energy and mental resilience during work. This implied that employees approached their tasks with enthusiasm and persistence. In line with the findings of Ho and Astakhova (2020), when individuals demonstrated vigor, they approached tasks with enthusiasm and a willingness to invest effort even in the face of difficulties. This energetic involvement not only drove consistent and sustained performance but also acted as a protective factor against burnout. Employees with high vigor were better equipped to handle work-related stress, recover from setbacks, and maintain productivity over extended periods.

Absorption received a mean score of M = 3.35 (SD = 0.73), suggesting that employees agreed they were often fully concentrated and deeply engaged in their work. This reflected the experience of “flow,” in which time seemed to pass quickly during task engagement. As noted by Bailey et al. (2015), this intense focus fostered a sense of flow—a mental state in which employees felt fully immersed and naturally motivated by the task at hand. As a result, absorption enhanced intrinsic motivation, meaning employees found satisfaction and meaning in the work itself rather than relying solely on external rewards. This internal drive not only boosted job satisfaction but also encouraged higher-quality performance, creativity, and persistence. Over time, employees who regularly experienced absorption were more likely to produce stronger work outcomes and remain committed to their roles.

The overall mean score was M = 4.06 (SD = 0.56), which fell under the descriptive rating of “Agree” and was interpreted as High. This indicated that, overall, employees displayed a high level of work engagement across all three sub-variables. The consistent scores across vigor, dedication, and absorption suggested that employees were not only committed and energized but also deeply involved in their work. This aligned with the findings of Albrecht et al. (2015), who reported that fostering high engagement among employees was essential for cultivating a committed, innovative, and high-performing workforce. When employees were engaged, they exhibited a strong emotional and cognitive connection to their work and the organization, leading to greater levels of enthusiasm, accountability, and persistence. This deep connection often translated into higher organizational commitment, as engaged employees were more likely to align with organizational goals, remain loyal over time, and actively contribute to its success.

**What is the level of organizational commitment in terms of normative, affective, and continuance?**

Table 5. Organizational commitment of employees in terms of normative

Statements	Mean	SD	Description	Interpretation
1. I feel an obligation to remain with my current school.	4.05	0.98	Agree	High
2. Even if it were to my advantage, I do not feel it would be right to leave my school now.	4.28	0.81	Agree	High
3. I would feel guilty if I left my school now.	4.18	0.89	Agree	High
4. I would not leave my school right now because I have a sense of obligation to the people in it.	4.15	0.83	Agree	High
5. I owe a great deal to my school.	4.38	0.81	Agree	High
6. This school deserves my loyalty.	4.60	0.64	Strongly Agree	Very High
7. I would feel uncomfortable if I left my current job after receiving so much support.	4.26	0.81	Agree	High
8. I feel an ethical obligation to remain with my employer.	4.29	0.78	Agree	High
9. I feel like I am expected to stay with my company for a long time.	4.14	0.85	Agree	High
10. I believe my organization has invested a lot in me, and I should repay that investment by staying.	4.19	0.93	Agree	High
Overall Mean	4.25	0.83	Agree	High

Legend: Scale 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderate; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 5 presents the level of organizational commitment of employees in terms of normative commitment. As shown in the table, the highest mean score was obtained for indicator 6: “This school deserves my loyalty” (M = 4.60, SD = 0.64), which fell under “Strongly Agree” and was interpreted as “Very High.” The responses were closely clustered, indicating a strong and consistent sense of loyalty



among employees. This suggested that employees highly valued the organization’s role in their professional lives and felt morally bound to remain loyal. According to Alatawi (2017), normative commitment reflected a perceived obligation to remain with an organization, and high scores in this area often indicated alignment between personal values and organizational mission. Loyalty of this degree could have translated into greater job retention and a more stable workforce, especially in educational institutions where continuity mattered.

On the other hand, the lowest mean score was found for indicator 1: “I feel an obligation to remain with my current school” (M = 4.05, SD = 0.98), although it still fell under “Agree” and was interpreted as “High.” This could have implied that for some employees, personal or external factors weighed more heavily in their decision to stay, such as career advancement, work conditions, or personal fulfillment. As noted by Kurtessis et al. (2015), when employees perceived that the organization genuinely valued their efforts and well-being, they were more likely to feel positively indebted and remain committed out of a sense of loyalty and gratitude. Additionally, personal values such as integrity, responsibility, and a strong work ethic were important in reinforcing normative commitment. However, this form of commitment was not fixed; it could waver over time. If employees began to feel that their hard work and dedication were not being fairly acknowledged or reciprocated, whether through compensation, appreciation, or career growth, this sense of obligation may have diminished.

The overall mean score for normative commitment was M = 4.25 (SD = 0.83), described as “Agree” and interpreted as “High.” This indicated that, on average, employees felt a strong sense of moral and ethical responsibility to remain with their current institution. This suggested that maintaining a culture of support and appreciation could have further deepened employees’ loyalty and reduced turnover intentions. According to Jin and McDonald (2016), when employees perceived that their organization had meaningfully invested in them—whether through emotional support, consistent recognition, or professional development opportunities—they often developed a psychological sense of indebtedness or moral obligation to reciprocate. This feeling was not based on formal contracts but rather on an internalized belief that they “owed” something to the organization for its care and commitment. As a result, this perception reinforced normative commitment, the sense of duty or responsibility employees felt to stay with their employer out of loyalty rather than necessity or self-interest.

Table 6. Organizational commitment of employees in terms of affective

Statements	Mean	SD	Description	Interpretation
1. I would be very happy to spend the rest of my career with this school.	4.16	0.77	Agree	High
2. I really feel as if this school’s problems are my own.	3.98	0.88	Agree	High
3. I feel “emotionally attached” to this school.	4.14	0.78	Agree	High
4. I feel like “part of the family” at this school.	4.39	0.74	Agree	High
5. This organization has a great deal of personal meaning for me.	4.25	0.71	Agree	High
6. I look forward to contributing to the success of my organization.	4.45	0.60	Agree	High
7. I am committed to staying with my organization because I enjoy working here.	4.39	0.66	Agree	High
8. I feel a deep sense of loyalty to my organization.	4.28	0.72	Agree	High
9. I am enthusiastic about the future of my organization.	4.35	0.71	Agree	High
10. I feel a strong sense of belonging to my organization.	4.23	0.68	Agree	High
Overall Mean	4.26	0.72	Agree	High

Legend: Scale 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderate; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 6 presented the level of organizational commitment of employees in terms of affective commitment. As shown in the table, the highest mean score was found for indicator 6: “I look forward to contributing to the success of my organization” (M = 4.45, SD = 0.60), with responses tightly clustered around the mean. This indicated that employees were highly motivated and emotionally invested in their work and the organization’s success. Such affective commitment suggested that employees not only enjoyed being part of the organization but also found personal value and satisfaction in contributing to its goals.

According to Al-Swidi et al. (2021), affective commitment represented the emotional bond an employee formed with their organization, encompassing a deep sense of belonging, identification, and personal involvement in its goals and values. Unlike other forms of commitment driven by obligation or necessity, affective commitment stemmed from genuine affection and attachment, with employees staying not because they had to, but because they wanted to. This emotional connection often resulted in higher levels of enthusiasm, pride, and dedication to one’s role and to the organization as a whole. Employees with strong affective commitment were more likely to go above and beyond their job requirements, collaborate effectively, and contribute to a positive workplace culture.

On the other hand, the lowest mean score was observed for indicator 2: “I really feel as if this school’s problems are my own” (M = 3.98, SD = 0.88). Although it still fell within the “Agree” and “High” category, the data suggested some variability in how deeply employees identified with the institution’s challenges. This could have implied that while many employees cared about the organization, not all felt personally responsible for its issues. Therefore, increasing participatory leadership and fostering a sense of shared ownership could have deepened employees’ emotional connection to the organization. As noted by Yang et al. (2024), affective commitment was significantly strengthened when employees felt empowered, valued, and included in the organization’s decision-making processes. When employees were given a voice and their opinions were genuinely considered, they developed a stronger sense of ownership and belonging within the organization. Feeling heard reinforced the belief that their contributions mattered, while empowerment through autonomy, trust, and opportunities to lead boosted their confidence and engagement.

The overall mean for affective commitment was  $M = 4.26$  ( $SD = 0.72$ ), interpreted as “Agree” and rated as “High.” This indicated that, on average, employees had a strong emotional attachment to their school, were happy to remain part of it, and experienced a meaningful sense of belonging. The standard deviation suggested that while most employees shared this sentiment, individual experiences might have differed slightly based on factors such as tenure, department, or leadership support. These findings highlighted the importance of nurturing a positive work environment where employees felt emotionally connected and valued. As noted by Jiang et al. (2022), high levels of affective commitment, where employees felt emotionally connected to their organization, were strongly associated with a range of positive workplace outcomes. One key benefit was increased job satisfaction; when individuals truly cared about their organization and identified with its mission and values, they were more likely to find fulfillment and meaning in their daily work. This sense of satisfaction not only enhanced morale but also reduced the likelihood of disengagement or burnout.

**Table 7. Organizational commitment of employees in terms of continuance**

Statements	Mean	SD	Description	Interpretation
1. Right now, staying with my school is a matter of necessity as much as desire.	4.08	0.82	Agree	High
2. It would be very hard for me to leave my school right now, even if I wanted to.	4.08	0.80	Agree	High
3. Too much of my life would be disrupted if I decided I wanted to leave my school now.	4.00	0.92	Agree	High
4. I feel that I have too few options to consider leaving this organization.	2.27	0.98	Agree	High
5. If I had not already put so much of myself into this school, I might consider working elsewhere.	3.77	0.95	Agree	High
6. One of the few negative consequences of leaving this school would be the scarcity of available alternatives.	2.26	0.96	Agree	High
7. I would have to give up certain benefits if I left my current employer.	2.03	0.92	Agree	High
8. I have invested too much time and effort into my current job to leave.	4.19	0.85	Agree	High
9. I am staying with my organization because it offers better financial security than other options.	4.05	0.89	Agree	High
10. I feel that I would not find a job that offers the same level of stability as my current position	3.87	1.02	Agree	High
<b>Overall Mean</b>	<b>3.46</b>	<b>0.91</b>	<b>Agree</b>	<b>High</b>

*Note: Items 4, 6, and 7 are reverse-scored. Legend: Scale 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderate; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low. Reverse Legend: Scale 5 (4.51–5.00) – Strongly Agree, Very Low; 4 (3.51–4.50) – Agree, Low; 3 (2.51–3.50) – Neutral, Moderate.*

Table 7 presents the level of organizational commitment of employees in terms of continuance commitment. As shown in the table, the highest mean score was observed for indicator 8: “I have invested too much time and effort into my current job to leave” ( $M = 4.19$ ,  $SD = 0.85$ ). The responses clustered around the mean, suggesting a strong sense of accumulated investment among employees and indicating that many felt compelled to stay because of the time, energy, and personal resources they had already dedicated to their current role. These findings were consistent with Wang et al. (2022), who noted that continuance commitment was based on the perceived costs associated with leaving the organization. High scores in this area implied that employees weighed the consequences of departure and opted to stay due to these perceived sacrifices, such as career disruption or loss of benefits.

Conversely, the lowest mean score was found for indicator 4: “I feel that I have too few options to consider leaving this organization” ( $M = 2.27$ ,  $SD = 0.98$ ), although it still fell under the “Agree” and “High” interpretation. The standard deviation revealed a wider range of opinions, suggesting that while some employees felt limited by their alternatives, others perceived more freedom in exploring external opportunities. This implied that feelings of obligation to stay may not have stemmed solely from a lack of options but also from other contextual factors such as financial security, job stability, or emotional investment. According to Motsaathebe and Molefi (2025), continuance commitment increases when employees perceive that the costs associated with leaving the organization are high, particularly in terms of economic and social consequences. This form of commitment was primarily calculative, arising from an individual’s rational assessment of what they would forfeit upon departure.

While continuance commitment could contribute to employee retention, its overreliance might have led to a disengaged workforce if not balanced with affective and normative forms of commitment.

The overall mean for continuance commitment was  $M = 3.94$  ( $SD = 0.91$ ), described as “Agree” and interpreted as “High.” This indicated that employees generally perceived staying in their current position as a practical and necessary choice, influenced by personal investment, perceived job benefits, and stability. However, the standard deviation suggested variability in how strongly this commitment was felt across individuals. Some employees may have been more inclined to remain due to external factors such as economic uncertainty or lack of opportunities, while others may have been motivated by internal factors such as professional growth and familiarity with the environment.

According to Joo and Hong (2025), continuance commitment was largely driven by the perceived costs of leaving—financial instability, loss of benefits, or disruption of social ties—rather than a genuine desire to remain with the organization. While it could contribute to employee retention in the short term, it might have resulted in a workforce that stayed out of necessity rather than enthusiasm or alignment with organizational goals. Employees who remained solely because they felt they had no better alternative may have exhibited minimal effort, reduced motivation, and even growing resentment over time.



Table 8. Summary of Mean Scores for the level of organizational commitment among employees

Sub-variables	Mean	SD	Description	Interpretation
Normative	4.25	0.83	Agree	High
Affective	4.26	0.72	Agree	High
Continuance	3.46	0.91	Agree	High
Overall Mean	3.99	0.82	Agree	High

Legend: Scale 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderate; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 8 presents the Summary of Mean Scores for the Level of Organizational Commitment among employees. As shown in the table, the highest mean score was observed for affective commitment (M = 4.26, SD = 0.72). This indicated that employees generally agreed they had an emotional attachment to, and identification with, the organization. Such commitment reflected their genuine desire to remain part of the institution, not merely out of obligation, but due to a sense of belonging and alignment with organizational values. These findings aligned with the study of Julian et al. (2024), who noted that affective commitment is widely regarded as the strongest and most desirable form of organizational loyalty, as it is rooted in an employee’s emotional attachment to, identification with, and involvement in the organization. Unlike continuance or normative commitment, which are driven by necessity or obligation, affective commitment emerges when employees genuinely want to remain with the organization because they feel valued, aligned with its mission, and personally invested in its success. This emotional bond has been shown to positively influence key workplace outcomes, including job satisfaction, as employees who feel connected to their organization are more likely to derive meaning and fulfillment from their roles.

Normative commitment followed closely with a mean score of M = 4.25 (SD = 0.83), suggesting that employees also felt a moral obligation to stay with the organization. This implied that many employees remained in their roles because they believed it was the right thing to do, possibly due to loyalty, gratitude, or perceived responsibility. According to Jehanzeb and Bashir (2025), organizations seeking to foster long-term employee loyalty should recognize the strategic value of normative commitment while also understanding the conditions under which it is most effective. Normative commitment was characterized by an employee’s internalized sense of obligation to remain with the organization, often stemming from perceived organizational support, shared values, and a culture that emphasized fairness, respect, and mutual responsibility.

Meanwhile, continuance commitment received the lowest mean score among the three sub-variables (M = 3.94, SD = 0.91), though it still fell under the “Agree” rating and was interpreted as High. This indicated that employees were aware of the costs associated with leaving the organization, such as loss of benefits, seniority, or job security. While this form of commitment did not necessarily reflect emotional connection, it still contributed to employee retention. As noted by Motsaathebe and Molefi (2025), continuance commitment, when functioning in isolation, carries inherent limitations. Employees who remained primarily due to cost-based considerations may not have been fully engaged or emotionally invested in their roles. Without deeper motivational drivers, such as personal alignment with organizational values or a sense of moral obligation, these individuals might have demonstrated minimal discretionary effort, reduced innovation, and a tendency toward presenteeism rather than true engagement.

The overall mean score was M = 4.15 (SD = 0.82), which was interpreted as High. This suggested that employees demonstrated a solid level of commitment across emotional, moral, and practical dimensions. The mean scores indicated a balanced form of organizational commitment, with both emotional and moral reasons playing a stronger role than purely calculative ones. Employees with high organizational commitment tended to be more productive, cooperative, and loyal, contributing significantly to organizational stability and success. These findings aligned with the conclusions of Galletta et al. (2021), who stated that a well-rounded commitment profile, especially one grounded in affective and normative ties, could lead to lower turnover intentions and greater organizational citizenship behavior. Moreover, organizations that fostered trust, fairness, and open communication were more likely to sustain long-term commitment among employees, enhancing both performance and cohesion.

**What is the leadership style of the institution in terms of laissez-faire, transactional, and transformational?**

Table 9. Leadership style towards employees in terms of Laissez Fair

Statements	Mean	SD	Description	Interpretation
1. Avoids getting involved when important issues arise.	3.02	1.28	Neutral	Moderate
2. Is absent when needed.	2.64	1.25	Neutral	Moderate
3. Avoids making decisions.	3.24	1.10	Neutral	Moderate
4. Delays responding to urgent questions.	3.47	1.15	Neutral	Moderate
5. My leader does not actively monitor or supervise my work.	3.41	1.16	Neutral	Moderate
6. My leader leaves employees to handle most tasks without offering much help.	3.29	1.18	Neutral	Moderate
7. My leader rarely communicates expectations clearly.	3.41	1.11	Neutral	Moderate
8. My leader prefers to stay out of the way and not interfere in my work.	2.59	1.15	Neutral	Moderate
9. My leader is slow to take action when something goes wrong.	3.44	1.14	Neutral	Moderate
10. My leader often delays making necessary decisions.	3.53	1.21	Disagree	Low
Overall Mean	3.20	1.17	Neutral	Moderate

Note: Items 1, 3, 4, 5, 6, 7, 9, and 10 are reverse-scored. Legend: Scale 5 (4.51–5.00) – Strongly Disagree, Very Low; 4 (3.51–4.50) – Disagree, Low; 3 (2.51–3.50) – Neutral, Moderate; 2 (1.51–2.50) – Agree, High; 1 (1.00–1.50) – Strongly Agree, Very High.



Table 9 presents the leadership style of employees in terms of laissez-faire leadership. As shown in the table, the highest mean score was observed in indicator 1, “Avoids getting involved when important issues arise” ( $M = 3.02$ ,  $SD = 1.28$ ), which fell under the “Neutral” category and was interpreted as “Moderate.” This suggested that employees perceived their leaders as somewhat disengaged when critical matters arose. Although not entirely negative, this finding indicated a lack of proactive leadership, which could have resulted in missed opportunities for intervention and guidance. According to Zheng and Li (2024), while laissez-faire leadership may provide employees with autonomy and flexibility under certain conditions—particularly for highly skilled or self-directed individuals—this style was frequently associated with negative organizational outcomes when consistent guidance and oversight were lacking.

Conversely, the lowest mean score was recorded in indicator 10, “My leader often delays making necessary decisions” ( $M = 3.53$ ,  $SD = 1.21$ ), which fell under “Disagree” and was interpreted as “Low.” This suggested that employees generally disagreed that leaders frequently postponed important decisions. However, the standard deviation indicated some variability in responses, implying that while many employees did not perceive delayed decision-making as a widespread issue, some experienced it in certain situations. As noted by Klebe et al. (2022), when leaders failed to provide consistent direction, support, or feedback, employees were often left to interpret their roles and responsibilities independently, resulting in significant ambiguity and role confusion. This lack of clarity hindered employees’ ability to align their actions with team objectives, thereby undermining collaboration and coordination.

The overall mean for laissez-faire leadership was  $M = 3.20$  ( $SD = 1.17$ ), described as “Neutral” and interpreted as “Moderate.” This indicated that, on average, employees neither strongly agreed nor strongly disagreed with the presence of laissez-faire behavior in their leaders. The standard deviation reflected varied perceptions across the workforce, possibly due to differences in leadership styles across departments or teams. The results implied that while laissez-faire tendencies existed, they were not dominant but should have been addressed to ensure leadership remained responsive, supportive, and actively involved in guiding employee efforts. According to Ruth and Rosemarie (2025), while a certain degree of autonomy in the workplace was widely recognized as enhancing employee empowerment, motivation, and innovation, there was a critical threshold beyond which autonomy—particularly when resulting from excessive leader detachment—became counterproductive. When leaders withdrew excessively from oversight, guidance, or involvement in daily operations, it created an environment lacking structure, support, and clear expectations.

Table 10. Leadership style towards employees in terms of Transactional

Statements	Mean	SD	Description	Interpretation
1. Provides with assistance an exchange for my effort.	3.12	1.28	Neutral	Moderate
2. Wait for things go to wrong before taking action.	2.53	1.18	Neutral	Moderate
3. Believes in not making changes unless necessary.	2.87	1.19	Neutral	Moderate
4. Takes action only when problem become serious.	3.43	1.16	Neutral	Moderate
5. Clarifies the expectation when meeting perform expectation goal.	3.42	1.05	Neutral	Moderate
6. Expresses satisfaction when meeting the performance.	3.80	0.92	Agree	High
7. Focuses attention on irregularities/mistake deviation from standards.	3.40	1.02	Neutral	Moderate
8. Gives all attention in dealing with mistake/complains/failure.	2.61	1.04	Neutral	Moderate
9. Keeps track of all mistakes.	2.62	0.94	Neutral	Moderate
10. Do not fail to interfere until the problem is serious.	2.82	1.08	Neutral	Moderate
Overall Mean	3.06	1.08	Neutral	Moderate

Note: Items 1, 3, 4, 5, 6, 7, 9, and 10 are reverse-scored. Legend: Scale 5 (4.51–5.00) – Strongly Disagree, Very Low; 4 (3.51–4.50) – Disagree, Low; 3 (2.51–3.50) – Neutral, Moderate; 2 (1.51–2.50) – Agree, High; 1 (1.00–1.50) – Strongly Agree, Very High.

Table 10 presents the leadership style towards employees in terms of transactional leadership. As shown in the table, the highest mean score was recorded in indicator 6, “Expressed satisfaction when meeting the performance” ( $M = 3.80$ ,  $SD = 0.92$ ), which was interpreted as “Agree” and rated “High.” This indicated that employees perceived their leaders as appreciative and responsive when performance expectations were met. Recognition of employee achievements was a key characteristic of transactional leadership, reinforcing desired behaviors through rewards or positive feedback. According to Alcover et al. (2020) Transactional leadership is effective in creating a structured work environment where employees understand the criteria for success and are motivated to perform in ways that are directly aligned with strategic goals. When implemented consistently, contingent rewards can enhance task clarity, increase goal commitment, and strengthen performance accountability. Employees are more likely to exert discretionary effort when they perceive that their contributions are fairly recognized and rewarded.

In contrast, the lowest mean score was found in indicator 2, “Waited for things to go wrong before taking action” ( $M = 2.53$ ,  $SD = 1.18$ ), which was described as “Neutral” and interpreted as “Moderate.” This suggested that employees had mixed perceptions about whether their leaders were proactive or reactive. The standard deviation reflected a wide variation in responses, indicating that some employees may have experienced more proactive leadership than others. As noted by Garzón-Lasso et al. (2024), while contingent rewards and active management-by-exception can drive performance, the passive management-by-exception mode, where leaders only react once problems occur, leads to inadequate prevention, role ambiguity, and suboptimal team guidance. This reactive posture is a known drawback of transactional leadership frameworks.

The overall mean for transactional leadership was  $M = 3.06$ ,  $SD = 1.08$ , falling under “Neutral” and interpreted as “Moderate.” This implied that employees generally had a balanced view of how transactional leadership was applied within their organization. While some aspects, such as performance-based recognition, were evident, others, such as proactive problem-solving and consistent



communication of expectations, appeared less prominent. These findings suggested that while transactional behaviors were practiced, leaders could have further enhanced their effectiveness by adopting more proactive and empowering approaches.

According to Abbas and Ali (2021), although transactional leadership could help maintain structure and performance standards, it might fall short in inspiring employees or fostering innovation if not complemented by transformational elements.

Table 11 presents the leadership style towards employees in terms of transformational leadership. As shown in the table, the highest mean score was obtained in indicator 8, “Helped me to develop my strength” (M = 4.25, SD = 0.67), which was interpreted as “Agree” and rated “High.” This indicated that employees perceived their leaders as supportive in enhancing their personal and professional capabilities. Such behavior reflected a core aspect of transformational leadership, fostering employee growth and development. This result is similar to the findings of Jiatong et al. (2022). Transformational leaders inspire and empower their followers by placing a strong emphasis on recognizing and developing each individual’s unique strengths and potential. Through individualized consideration, one of the core components of transformational leadership, they attend to the personal needs and aspirations of employees, offering mentorship, support, and tailored opportunities for growth.

Table 11. Leadership style towards employees in terms of Transformational

Statements	Mean	SD	Description	Interpretation
1. Articulates a compelling vision.	3.98	0.80	Agree	High
2. Expresses confidence in goal achievement.	4.19	0.64	Agree	High
3. Seeking different perspective in problem solving.	4.14	0.63	Agree	High
4. Suggest new ways to completing my work.	3.97	1.08	Agree	High
5. Treats me as individual rather than member of the group.	3.59	1.05	Agree	High
6. Considers me as having different needs/abilities/aspiration.	3.60	0.81	Agree	High
7. Goes beyond self-interest for the food of staff.	3.90	0.83	Agree	High
8. Helps me to develop my strength.	4.25	0.67	Agree	High
9. Displays sense of power and confidence in me.	4.18	0.68	Agree	High
Overall Mean	3.97	0.79	Agree	High

Legend: Scale 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderate; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

This personalized approach fosters a sense of trust and value among employees, making them feel genuinely appreciated and understood within the organization.

The lowest mean was observed in indicator 5, “Treated me as an individual rather than a member of the group” (M = 3.59, SD = 1.05), which also fell within the “Agree” and “High” range. However, the standard deviation suggested variability in responses. This implied that while some employees felt they received individualized attention from their leaders, others may not have had the same experience. As noted by Anderson et al. (2017) Individualized consideration is a fundamental component of transformational leadership and is important in addressing the diverse needs, values, and aspirations of employees. This leadership behavior involves treating each employee as a unique individual rather than as a generalized member of a group. Leaders who practice individualized consideration provide personalized support, mentorship, and developmental opportunities based on each follower’s specific strengths, challenges, and career goals.

The overall mean for transformational leadership was M = 3.97, SD = 0.79, described as “Agree” and interpreted as “High.” This suggested that, in general, employees viewed their leaders as transformational, providing vision, encouraging innovation, and recognizing individual contributions. The moderate standard deviation indicated that while this leadership style was consistently practiced, there was still room for enhancement in areas such as personalized engagement and creative support. The findings implied that transformational leadership was a prevalent and positively perceived approach among leaders in the organization, potentially contributing to stronger employee morale, engagement, and organizational commitment. According to Liu et al. (2024) Transformational leaders are most effective when they integrate a compelling vision with genuine empathy and a commitment to empowerment. While articulating a clear and inspiring vision is central to transformational leadership, providing direction, purpose, and a sense of collective mission, it is the leader’s ability to connect with employees on a personal and emotional level that transforms vision into action.

Table 12. Summary of Mean Scores for the level of Leadership styles towards Employees

Sub-variables	Mean	SD	Description	Interpretation
Laissez Fair	3.20	1.17	Neutral	Moderate
Transactional	3.06	1.08	Neutral	Moderate
Transformational	3.97	0.79	Agree	High
Overall Mean	3.41	1.01	Neutral	Moderate

Legend: Scale 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderate; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 12 presents the Summary of Mean Scores for the level of Leadership Styles towards Employees. As shown in the table, Transformational leadership obtained the highest mean score of (M = 3.97, SD = 0.79), which falls under the "Agree" descriptive rating and is interpreted as High. This reflects that employees positively recognized transformational leadership traits among their leaders, such as providing vision, inspiring motivation, and showing concern for individual growth. This suggests that leaders who demonstrate



empathy, support, and a clear sense of purpose significantly enhance employee engagement. According to Bass and Riggio (2016), transformational leaders foster commitment, innovation, and high performance by aligning employee goals with organizational vision. When such leadership is dominant, employees are more likely to be motivated and satisfied in their roles.

Moreover, Transactional leadership received a mean score of (M = 3.06, SD = 1.08), interpreted as Moderate under the Neutral category. This suggests that while transactional elements such as setting clear expectations and rewarding performance are present, they may not be strongly felt or consistently implemented. In some cases, transactional leadership is effective for maintaining structure and accountability; however, overreliance on this style may limit creativity and deeper engagement. According to Northouse (2019), transactional leadership may help maintain performance but lacks the emotional connection and individualized attention that transformational leadership offers.

Meanwhile, Laissez-faire leadership had the lowest mean score of (M = 3.20, SD = 1.17), which also falls under the Neutral rating and is interpreted as Moderate. This indicates that passive or hands-off leadership was observed to a limited extent. Although not dominant, its presence suggests that some employees may have experienced limited guidance or delayed decision-making from their leaders. As noted by Skogstad et al. (2015), laissez-faire leadership often correlates with reduced productivity and role ambiguity, especially when leaders fail to provide direction or timely feedback. This leadership approach is generally less effective in dynamic environments that require active supervision and support.

The overall mean score was (M = 3.25, SD = 1.01), described as Neutral and interpreted as Moderate. This implies that the leadership styles observed were mixed but leaned toward a moderate presence across the organization. While transformational leadership emerged as the most favorable and recognized style, there is still room for reducing passive leadership behaviors and enhancing consistent application of positive practices. These findings echo the observations of Rahman et al. (2022), who emphasized that a combination of strong transformational qualities and strategic transactional elements leads to optimal organizational outcomes. As such, institutions should continue to strengthen leadership development programs that emphasize vision-driven, inclusive, and empowering leadership. Doing so will help reinforce trust, drive performance, and foster long-term employee commitment.

**What is the level of employees’ productivity?**

Table 13. *Level of Productivity among Employees*

Statements	Mean	SD	Description	Interpretation
1. My physical work environment is conducive to high productivity.	3.90	1.04	Agree	High
2. The facilities and resources available to me are sufficient to perform my job efficiently.	3.66	0.84	Agree	High
3. The working space provided promotes collaboration and teamwork.	3.80	0.93	Agree	High
4. The technology and tools available help me complete my tasks effectively.	3.83	0.91	Agree	High
5. The noise level in my work environment does not hinder my productivity.	3.71	1.07	Agree	High
6. The cleanliness and organization of the workspace contribute positively to my work performance.	4.01	0.72	Agree	High
7. I feel satisfied with my current role and responsibilities at the institution.	4.28	0.51	Agree	High
8. I am satisfied with the recognition I receive for my work	4.14	0.63	Agree	High
9. The work I do is meaningful and fulfilling.	4.32	0.58	Agree	High
10. My job provides a sense of accomplishment and achievement.	4.26	0.63	Agree	High
11. My supervisor provides clear guidance and direction regarding my responsibilities	4.08	0.69	Agree	High
12. Leadership at the institution is supportive of employees' growth and development.	3.93	0.78	Agree	High
13. My supervisor listens to my concerns and addresses them effectively.	4.02	0.67	Agree	High
14. I am given enough autonomy to make decisions related to my work.	4.12	0.60	Agree	High
15. My supervisor motivates me to perform my best at work.	4.22	0.68	Agree	High
16. I have sufficient time to complete my tasks effectively.	4.11	0.68	Agree	High
17. The workload expectations at the institution are reasonable.	4.11	0.62	Agree	High
18. I am able to prioritize my tasks and manage my time well at work.	4.22	0.54	Agree	High
19. There are clear deadlines for the tasks I am responsible for completing.	4.11	0.78	Agree	High
20. I feel personally motivated to contribute to the success of the institution.	4.28	0.56	Agree	High
Overall Mean	3.06	1.08	Neutral	Moderate

Legend: Scale 5 (4.51–5.00) – Strongly Agree, Very High; 4 (3.51–4.50) – Agree, High; 3 (2.51–3.50) – Neutral, Moderate; 2 (1.51–2.50) – Disagree, Low; 1 (1.00–1.50) – Strongly Disagree, Very Low.

Table 13 presents the level of productivity among employees. As shown in the table, the highest mean score was recorded in indicator 9, “The work I do is meaningful and fulfilling” (M = 4.32, SD = 0.58), which was interpreted as “Agree” and rated “High.” This indicated that employees found intrinsic value in their work, which is a key driver of motivation and productivity. Meaningful work often fosters a sense of purpose and engagement, encouraging employees to invest more effort in their responsibilities. According to Zhou et al. (2023) When individuals view their tasks as purposeful and aligned with their personal values or broader societal contributions, they are more likely to experience a deeper emotional and cognitive connection to their roles. This sense of meaning transforms routine work into a source of fulfillment and identity, reinforcing intrinsic motivation and increasing engagement.

The lowest mean score was observed in indicator 2, “The facilities and resources available to me are sufficient to perform my job efficiently” (M = 3.66, SD = 0.84), which still fell under “Agree” and was interpreted as “High.” While employees generally agreed



with the adequacy of resources, the standard deviation suggested that some may have experienced occasional limitations in tools, materials, or support needed for optimal performance. This pointed to an opportunity for institutional improvement in terms of infrastructure and logistical support. As noted by Christensen et al. (2021) Access to adequate resources such as time, tools, information, training, and organizational support is a foundational element of both high performance and job engagement. When employees are equipped with the necessary resources to perform their tasks effectively, they are more likely to experience a sense of control, competence, and efficiency in their roles. This directly influences their ability to meet job demands, manage workload, and maintain consistent productivity.

The overall mean score for employee productivity was  $M = 4.05$ ,  $SD = 0.72$ , which was described as “Agree” and interpreted as “High.” This implied that employees generally perceived themselves as productive in their roles, supported by both their physical environment and the organizational climate. Factors such as meaningful work, supervisor support, autonomy, time management, and recognition appeared to influence productivity levels positively. The moderate standard deviation suggested that while most employees shared this perception, some variability in experiences existed, likely influenced by department-specific conditions or role-based demands. These findings suggested that the institution had successfully fostered a work environment conducive to employee performance, but continuous investment in resource provision and individualized support could further enhance outcomes. According to Ahmed et al. (2022), clearly defined goals, supportive leadership, and motivational alignment are interdependent elements that are essential for sustaining high levels of productivity within organizations. When goals are well-articulated and transparent, employees gain clarity on expectations, priorities, and performance metrics. This direction not only minimizes ambiguity but also facilitates focused effort and time management, allowing individuals and teams to align their actions with organizational objectives.

**Is there a significant relationship between work engagement, organizational commitment, leadership style, and productivity of employees in Tagoloan Community College?**

Table 14. Pearson R correlation coefficients between work engagement, organizational commitment, leadership style, and Productivity (N=123)\*\*

Variables	$\rho$	$p$	Effect Size
Vigor	.676	.000	Large
Dedication	.514	.000	Large
Absorption	.432	.000	Medium
Overall Work Engagement	.628	.000	Large
Normative	.431	.000	Medium
Affective	.413	.000	Medium
Continuance	.283	.002	Small-Medium
Overall Organizational Commitment	.390	.000	Medium
Laissez Fair	.220	.014	Small
Transactional	.189	.036	Small
Transformational	.567	.000	Large
Overall Leadership Styles	.445	.000	Medium

Note:  $\rho$  = Pearson R correlation coefficient.

The results of the Pearson R correlation analysis in Table 14 revealed several significant positive relationships between the study variables and employee productivity. Components of work engagement demonstrated strong associations, with vigor ( $\rho = .676$ ,  $p < .001$ ) and dedication ( $\rho = .514$ ,  $p < .001$ ) exhibiting large effect sizes, while absorption (A), normative commitment (N), and affective commitment (AF) showed medium effects. Overall work engagement also displayed a large and significant correlation with productivity ( $\rho = .628$ ,  $p < .001$ ), indicating that higher engagement levels were associated with higher productivity.

Regarding organizational commitment, continuance commitment ( $\rho = .283$ ,  $p = .002$ ), normative commitment (N), and affective commitment (AF) indicated small to medium effect sizes, while overall organizational commitment showed a medium and significant relationship with productivity ( $\rho = .390$ ,  $p < .001$ ).

For leadership styles, laissez-faire leadership ( $\rho = .220$ ,  $p = .014$ ) and transactional leadership ( $\rho = .189$ ,  $p = .036$ ) presented small yet significant correlations, whereas transformational leadership ( $\rho = .567$ ,  $p < .001$ ) demonstrated a large effect size. Overall leadership style showed a medium and significant relationship with productivity ( $\rho = .445$ ,  $p < .001$ ). Collectively, these findings indicated that higher levels of work engagement, organizational commitment, and effective leadership styles were significantly associated with increased employee productivity.

This result echoed Gede and Huluka (2024), who noted that high levels of energy, mental resilience while working, and a willingness to invest effort in one’s tasks even in the face of difficulties contributed significantly to productivity. Employees who demonstrated vigor approached their work with enthusiasm and determination, often going beyond formal role requirements. Such energetic engagement enabled employees to remain focused and productive over extended periods, effectively manage stress, and avoid burnout. Vigor was also important in enhancing task performance, as energized employees remained attentive, acted proactively, and contributed innovative solutions.

This finding supported Taris (2022), who emphasized that dedicated workers—those who exhibited a strong sense of commitment, purpose, and pride in their roles—were typically more motivated and committed to achieving high-quality outcomes. Dedication, a central dimension of work engagement, reflected an employee's deep involvement in their work and emotional investment in the success of their organization. Employees who were dedicated did not merely complete tasks; a sense of meaning and purpose drove them.

According to Burmeister et al. (2018), enhanced concentration, facilitated by appropriate work environments, led to improved productivity and task output. Similarly, Mazzetti et al. (2021) noted that work engagement consistently had a positive and significant impact on job performance across various occupational settings. Defined as a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption, engagement energizes employees to perform at their best. Engaged individuals invested emotional, cognitive, and physical resources into their work, which in turn enhanced both the quality and quantity of their outputs.

Turek et al. (2023) supported the idea that internalized loyalty—a deep-rooted, personal commitment to the organization—was a powerful driver of enhanced job performance. Unlike compliance based on external incentives or contractual obligations, internalized loyalty stemmed from an employee's emotional attachment, alignment with organizational values, and sense of belonging. When employees internalized their loyalty, they were intrinsically motivated to contribute meaningfully, often viewing the organization's success as a reflection of their own.

This aligned with Verma et al. (2023), who reported that employees with strong affective commitment—those who felt emotionally attached to and identified with their organization—were significantly more likely to exhibit discretionary effort. Affective commitment reflected a deep emotional bond between the employee and the organization, rooted in feelings of pride, belonging, and shared purpose. When employees were affectively committed, they did not simply fulfill their job requirements out of obligation or necessity; rather, they were motivated by genuine care for the organization's success.

Pahos and Galanaki (2022) emphasized that employees who remained with an organization due to high continuance commitment often sought to protect their job security and maintain access to valued resources. As a result, they were motivated to meet baseline performance expectations to avoid disciplinary consequences or job loss. This dynamic fostered a level of performance consistency, particularly in structured environments where clear standards, accountability measures, and performance monitoring were in place.

According to Karyono and Hakim (2022), employees who demonstrated any form of organizational commitment—whether emotional (affective), moral (normative), or calculative (continuance)—were generally more likely to exhibit higher levels of productivity in the workplace. While each form of commitment stemmed from different motivational bases, they all contributed to employees' willingness to fulfill their responsibilities, maintain organizational alignment, and contribute to performance outcomes.

Glaas et al. (2025) reported that the absence of active leadership was widely associated with increased employee disengagement and overall workplace inefficiency. When leaders failed to provide direction, support, or meaningful interaction, employees were left without clear expectations, feedback, or motivation—conditions that significantly undermined their ability to perform effectively. This leadership void created role ambiguity, weakened accountability, and fostered a sense of isolation among team members, all of which contributed to decreased morale and productivity.

According to Febrian et al. (2023), in settings that demanded adaptability, creativity, or emotional investment, purely transactional methods often fell short in inspiring discretionary effort or fostering a sense of ownership among employees. Without additional elements such as individualized support, inspirational motivation, and alignment with personal values—the hallmarks of transformational leadership—employees may have met minimum expectations but did not consistently exceed them.

Employees who remained under purely transactional leadership were unlikely to exceed expectations or commit to broader organizational goals. According to Byun et al. (2018), leaders who adopted transformational leadership positively influenced both attitudinal and behavioral outcomes in the workplace. They motivated employees not simply to comply with expectations but to exceed them through heightened commitment, creativity, and initiative. By appealing to higher-order needs such as autonomy, competence, and meaning, transformational leaders fostered a culture of trust, collaboration, and continuous improvement. These conditions were essential for promoting employee engagement, reducing turnover, and encouraging innovation in dynamic or competitive environments.

As noted by Gao et al. (2020), effective leadership—particularly transformational leadership—was important in shaping employee productivity, not merely through direct supervision or task delegation, but through the activation of intermediary motivational pathways that enhanced empowerment, self-efficacy, and sustained performance. Transformational leaders influenced employees by articulating a compelling vision, demonstrating individualized consideration, and encouraging intellectual stimulation, all of which fostered a deeper psychological engagement with work.

### ***Which of the variables best predicts the productivity of employees in Tagoloan Community College?***

The multiple regression analysis presented in Table 15 revealed that the model significantly predicted employee productivity,  $F(9, 113) = 16.05$ ,  $p < .001$ , explaining approximately 56.1% of the variance ( $R^2 = .561$ ). Among the predictors, vigor ( $\beta = .335$ ,  $p < .001$ ),



absorption ( $\beta = -.259, p = .015$ ), normative commitment ( $\beta = .507, p < .001$ ), and overall leadership styles ( $\beta = .589, p < .001$ ) significantly influenced productivity.

Table 15. Results of Multiple Regression Analysis for the Variables that singly or in combination significantly influence the productivity of employees

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Interpretation
	B	Std. Error	Beta			
(Constant)	0.360	0.758		0.475	0.636	Not Significant
Vigor	0.302	0.087	0.335	3.594	0.000	Significant
Dedication	0.138	0.099	0.125	1.387	0.168	Not Significant
Absorption	-0.343	0.138	-0.259	2.481	0.015	Significant
Normative	0.309	0.074	0.507	4.180	0.000	Significant
Affective	-0.038	0.053	-0.067	0.710	0.479	Not Significant
Continuance	-0.121	0.082	-0.162	1.473	0.144	Not Significant
Laissez-fair	-0.047	0.156	-0.026	0.305	0.547	Not Significant
Transactional	-0.236	0.120	-0.240	1.966	0.052	Not Significant
Leadership Style	0.908	0.219	0.589	4.138	0.000	Significant
R=.749 R2=.561 F(9 113)=16.05 P=.000						

Vigor and normative commitment positively predicted productivity, indicating that employees who felt energetic and morally obligated to remain with the organization tended to be more productive. Conversely, absorption demonstrated a significant negative effect, suggesting that being overly immersed in work may have hindered productivity. Overall leadership styles also emerged as a strong positive predictor, showing that, collectively, leadership behaviors meaningfully enhanced employee productivity.

Other variables—dedication, affective commitment, continuance commitment, laissez-faire leadership, and transactional leadership—did not significantly contribute to the model.

This equation shows that a 1-unit increase in vigor increases productivity by 0.312 units, while a 1-unit increase in normative commitment increases productivity by 0.309 units, and a 1-unit increase in leadership style raises productivity by 0.908 units. However, absorption has an inverse effect, meaning overly intense immersion in tasks may hinder productivity.

Overall, the findings highlight that employee energy (vigor), focused engagement (absorption), moral obligation (normative commitment), and effective leadership are the most influential drivers of productivity in this context. Organizations aiming to enhance performance should therefore focus on strengthening employees’ motivational resources and fostering leadership practices that inspire, support, and empower staff. According to Lu et al. (2019), the presence of normative commitment can increase intrinsic motivation, particularly when employees perceive fairness, mutual respect, and a meaningful role in the organization’s mission. When paired with affective commitment, normative ties can lead to long-term retention, discretionary effort, and stronger organizational citizenship behaviors, further enhancing overall performance outcomes. Thus, fostering normative commitment through supportive leadership, transparent communication, and organizational justice can serve as a strategic mechanism to enhance employee responsibility and sustained productivity. Buil et al. (2018) added leadership that creates a motivational climate that supports both personal and organizational excellence. It has been repeatedly linked to greater job satisfaction, innovation capacity, team effectiveness, and sustained organizational success, making it a critical driver of performance in today’s complex and dynamic work environments.

## Conclusions

The findings of the study indicate that employees demonstrate a generally high level of work engagement, particularly in terms of vigor, dedication, and absorption, with vigor emerging as the most prominent dimension. This suggests that employees are energetic, resilient, and willing to invest effort in their tasks. However, the observed variability in absorption implies that maintaining sustained focus remains a challenge for some employees. This highlights the need for organizational strategies that support concentration and minimize workplace distractions to further enhance engagement.

In terms of organizational commitment, employees exhibit a strong overall attachment to the institution, with normative commitment identified as the most dominant component. This reflects a prevailing sense of obligation and loyalty among employees. Nevertheless, slight variations in affective and continuance commitment suggest differences in emotional attachment and perceived costs of leaving the organization. Strengthening these dimensions through supportive policies and recognition mechanisms may contribute to improved retention and long-term workforce stability.

The study further reveals that transformational leadership is the most positively perceived leadership style, underscoring the importance of leaders who inspire, motivate, and support their subordinates. In contrast, transactional and laissez-faire leadership styles received comparatively lower evaluations, indicating potential areas for leadership enhancement. These findings suggest that leadership development initiatives should prioritize transformational competencies to foster a more engaged and productive workforce.

Employee productivity was found to be at a high level, largely influenced by the perceived meaningfulness of work. This intrinsic motivation plays a critical role in sustaining performance and fostering a sense of purpose among employees. While institutional

resources and facilities were generally adequate, identified limitations point to opportunities for further improvement. Enhancing infrastructure, alongside strengthening supervisor support, autonomy, and recognition systems, may contribute to more consistent and efficient performance outcomes.

Significant relationships were identified between employee productivity and the key variables of work engagement, organizational commitment, and leadership style. Among the engagement dimensions, vigor demonstrated the strongest association with productivity, indicating that energetic and persistent employees tend to perform more effectively. Similarly, all components of organizational commitment were positively related to productivity, reinforcing the importance of both emotional and moral attachment to the organization. Transformational leadership emerged as the most influential leadership dimension, further emphasizing its role in shaping positive employee outcomes.

The regression analysis highlights that leadership style and normative commitment are the strongest predictors of employee productivity, with leadership style exerting the greatest influence. Employees who are guided by supportive and motivating leaders are more likely to exhibit higher levels of performance. Normative commitment also plays a critical role, as employees who feel a sense of responsibility toward their organization tend to demonstrate consistency and reliability in their work. Additionally, vigor contributes positively to productivity, whereas the negative coefficient of absorption suggests that excessive immersion in tasks may reduce efficiency when not balanced with effective time management.

Overall, the study concludes that employee productivity in the institutional context is a multifaceted construct shaped by the interplay of engagement, commitment, and leadership practices. Creating a work environment that promotes transformational leadership, fosters a strong sense of organizational commitment, and sustains employee engagement is essential for optimizing performance. These findings provide empirical support for the development of targeted interventions and policies aimed at enhancing both individual and organizational effectiveness.

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