

Influence of Leadership Competencies and Teachers' Commitment to School Culture

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Abstract— This study aimed to determine if leadership competencies and teachers' commitment significantly influenced school culture in Tagum Central District Public Elementary School in Tagum City Division were the respondents of this research. The statistical tools used were Mean, Pearson-r, Regression Analysis, and quantitative non-experimental research utilizing correlation technique with regression analysis of the research design of this paper. Results reveal that the level of leadership competencies in terms of a positive disposition, cultivating a shared belonging, supporting social relationships, focusing on vision, and enhancing trust offer/accept Feedback was very high. The level of teachers' commitment yielded a descriptive equivalent of very high in terms of job satisfaction, stress, commitment, career longevity, and career plans reflected a descriptive equivalent of very high. On the other hand, reasons for wanting to leave an indicator reflect a descriptive equivalent of High. For the level of school culture, it yielded a very high result in terms of professional collaboration, affiliative collegiality, and self-determination. There was a positive significant relationship between leadership competencies and teachers' commitment to school culture.

Keywords— MAED- Leadership Competencies, Teacher's Commitment, School Culture.

I. INTRODUCTION

Public schools have chronic educational problems with inevitable leadership competencies for educational leaders. Educational institutional principals opted to share their administrative responsibilities with expert teachers. Principals provide overload tasks with multiple coordinators with productive teachers that cause them too much pressure and stress. Excess demand for non-related teaching tasks results in teachers becoming less effective. Administrative task factors contribute to lowering teacher effectiveness. Glover (2015) overload in work by educational institutions, widespread dissatisfaction, failure to deal with teachers equitably, and assigning extracurricular responsibilities are all concerns about how teachers perform their teaching instruction due to the administration's superfluous paperwork (Altunova & Kalma, 2020).

Studying the leadership approach is required to improve the effectiveness of teacher retention and dedication. Empowering teachers with a shared vision and equal opportunity increases their work commitment. Teachers' work commitment is one of the predictors of effective principal leadership, wherein teachers become motivated, more productive, and task-goal-oriented.

Leadership competencies have played a significant role in envisioning the organizations that should be functioning and where the educational sector will take the lead in the foreseeable future, as cited by Gordon (2018) and Green (2011).

It emphasizes that school culture with good positive relationships among teachers influences high behavioral standards. According to Glover (2018) and Carpenter (2015), a positive educational atmosphere that provides an opportunity for a successful and productive life in a shared environment is essential. Findings indicated the association between leadership competencies and school culture was positive among variables. Educational culture is equally important to success and progress. Peterson and Deal (2009) argue that administrators must comprehend a culture emphasizing individuals' abilities, teamwork, production, communication, connections, growth, and kindness.

The Department of Education of Tagum City Division is coping with workload demand and other ancillary non-related teaching work that hinders their capacity to create more effective strategies for teaching instructions. The researcher found a connection between leadership competencies and teachers' commitment to school culture. The study determines which domain significantly influences leadership competencies and teachers' commitment to school culture. Leadership competencies and teachers' commitment could include an inquiry into the influences on the culture of a school. Results of this study, which improve or formulate appropriate professional or major courses in teacher education highlighting content, experiences, approaches, instructions, and some ideas for fostering a healthy school culture, shall be offered to attain positive results and gain knowledge and expertise by the teachers

in the same school culture context, therefore the urgency to conduct the study.

II. PROCEDURE FOR PAPER SUBMISSION

- A. Review Stage
- B. Final Stage
- C. Figures

III. MATH

IV. UNITS

III. HELPFUL HINTS

- A. Figures and Tables

Table 1. Level of leadership competencies

Indicator	Mean	SD	Descriptive Equivalent
Positive Disposition	4.43	0.54	Very High
Cultivate a Shared Belonging	4.57	0.56	Very High
Support Social Relationship	4.57	0.47	Very High
The focus on Vision	4.59	0.52	Very High
Enhance Trust	4.59	0.49	Very high
Offer/accept Feedback Feedback	4.59	0.52	Very High
Overall	4.59	0.46	Very High

The indicators with the highest mean scores focus on vision, offer or accept feedback, and enhance trust. Focus of vision with a standard deviation of 0.52, described as very high. Offer or Accepting feedback also has the highest mean score of 4.59, with a standard deviation of 0.52, indicating very high. Enhance trust has the highest mean score of 4.59, with a standard deviation of 0.49, described as very high. Another indicator with the second-highest mean scores supports

social relationships and cultivates shared belonging. Cultivate a shared belonging has the second highest mean score of 4.57 with a standard deviation of 0.56, described as very high. Support social relationships as one of the second highest mean scores of 4.57 with a standard deviation of 0.47, described as very high. The lowest mean score of 4.43 and a standard deviation of 0.54, described as very high, was Positive disposition.

Table 2. Level of Teachers' Commitment

Indicator	Mean	SD	Descriptive Equivalent
Job satisfaction	4.25	0.61	Very High
Stress	4.33	0.56	Very High
Career longevity	4.36	0.51	Very High
Commitment	4.55	0.46	Very High
Reasons for Wanting to leave	4.19	0.57	High
Career plans	4.28	0.48	Very High
Overall	4.33	0.45	Very High

The indicator with the highest mean score of 4.55 with a standard deviation of 0.46, described as very high, was gained by commitment. Career longevity posted the second-highest mean score of 4.36, with a standard deviation of 0.51, described as very high. Stress indicates the third highest mean score of 4.33, with a standard deviation of 0.56, described as very high. The

fourth-highest mean score of 4.28 and the standard deviation of 0.48, described as very high, was career plans. The fifth highest mean score of 4.25, with a standard deviation of 0.61, described as very high, was gained by job satisfaction. Reasons for wanting to leave ranked the lowest mean score of 4.19, with a standard deviation of 0.57, were described as high.

Table 3. Level of School Culture

Indicator	Mean	SD	Descriptive Equivalent
Professional Collaboration	4.45	0.45	Very High
Affiliative Collegiality	4.41	0.44	Very High
Self-Determination	4.42	0.51	Very High
Overall	4.42	0.42	Very High

The indicator with the highest mean score of 4.45, with a standard deviation of 0.45, was described as very high as professional collaboration. The second-highest mean score of 4.41, with a standard deviation of 0.44, was

described as very high in self-determination. The lowest mean score of 4.41 with a 0.44 standard deviation, described as very high, was affiliative collegiality.

Table 4: Significance of Relationships Between Leadership Competencies and School Culture

Independent Variable	Dependent Variable	r-value	r-squared	p-value	Decision $\alpha=0.05$
Positive Disposition		0.623*	0.3881	0.001	Ho is Rejected.
Cultivate shared Belonging		0.647*	0.4186	0.001	Ho is Rejected.
Support Social Relationship	Positive School Culture	0.729*	0.5314	0.001	Ho is Rejected.
The focus of Vision		0.657*	0.4316	0.001	Ho is Rejected.
Enhance Trust		0.670*	0.4489	0.001	Ho is Rejected.
Offer/Accept Feedback		0.674*	0.4543	0.001	Ho is Rejected.

*p<0.05

The null hypothesis, which states that "there is no causal connection between influence of leadership competencies and school culture," is not accepted because the table shows that the indicators of Positive Disposition, Cultivate Shared Belonging, Support Social Relationships, focus on Vision, Enhance Trust, and Offer/Accept Feedback have the probability level of

0.001, which is less than the level of significance at 0.05. The dependency between the variables, which ranges from moderate to strong, demonstrates six indicators: Positive Attitude, Cultivate School culture significantly influenced by Shared Belonging, supporting social Relationships, Focus on Vision, Enhance Trust, and Offering/Accept Feedback.

Table 5: Significance of Relationship Between Teachers' Commitment and School Culture

Independent Variable	Dependent Variable	r- value	r- squared	p-value	Decision a=0.05
Job Satisfaction		0.672*	0.4516	0.001	Ho is Rejected.
Stress		0.703*	0.4942	0.001	Ho is Rejected.
Career Longevity	Positive School Culture	0.780*	0.6084	0.001	Ho is Rejected.
Commitment		0.715*	0.5112	0.001	Ho is Rejected.
Reasons for Wanting to Leave		0.634*	0.4020	0.001	Ho is Rejected.
Career Plans		0.598*	0.3576	0.001	Ho is Rejected.

*p<0.05

The null hypothesis that "there is no significant relationship between teachers' commitment and school culture" is not accepted since the table indicates that the variables related to job satisfaction, stress, career longevity, commitment, reasons for wanting to leave, and career plans have a probability level of 0.001, which

is less than the level of significance at 0.05. The moderate to high between the variables on the six indicators—job satisfaction, stress, career longevity, commitment, reasons for wanting to leave, and career plans—have a significant impact on a positive school climate.

Table 6: Regression Analysis on Domains of Leadership Competencies to School Culture

Influence of Leadership Competencies	Unstandardized Coefficients		Standardized Coefficients Beta	t-value	p-value	Decision
	B	SE(B)				
(Constant)	0.935	0.176		5.302	0.001	
Positive Disposition	0.267	0.047	0.344*	5.617	0.001	Ho is Rejected
Cultivate a Shared Belonging	-0.174	0.072	-0.230*	-2.428	0.016	Ho is Rejected
Support Social Relationship	0.433	0.068	0.479*	6.332	0.001	Ho is Rejected
The focus of Vision	0.122	0.061	0.152*	1.991	0.048	Ho is Rejected
Enhance Trust	0.066	0.072	0.077	0.907	0.365	Ho Not Rejected
Offer/Accept Feedback	0.057	0.081	0.070	0.699	0.485	Ho Not Rejected

Dependent Variable: School Culture

R = 0.783*

R² = 0.614

F-ratio = 66.735

p-value = 0.001

*p<0.05

The indicator supporting social relationships exhibits a beta of 0.479* and a p-value of 0.001, less significance of 0.05. The domain of leadership qualities' effect on school culture is supporting social relationships. In comparing the domains, the result shows a higher beta, indicating it is the strongest of the six. The results show that Positive disposition is associated with a beta of 0.344* and an associated p-value of 0.001, with a lower significant value of 0.05. The indication with the highest possible beta comes after school culture experienced by teachers influenced by Positive disposition, which is an area of leadership abilities.

Additionally, the 0.05 significance level reached by the focus of vision has a beta of 0.152* and an associated p-value of 0.048. The result shows a positive school climate. Teachers feel significantly influenced by the focus on vision, an area of leadership abilities. Nurturing a sense of shared belonging has a beta of -0.230*,

indicating an inverse relationship with the variable adversely connected with one of the categories of leadership qualities. The results show overall outcomes, with a significant relationship among all domains unaffected. The associated p-value is 0.016, with a less than 0.05 standard of significance. Cultivating a sense of shared belonging as an area of leadership qualities impacted teachers' perceptions of a positive school culture.

The results show that enhanced trust, on the other hand, has a beta of 0.077* and a corresponding p-value of 0.365 with a more than significant level of 0.05. Increasing trust has no substantial impact on the teachers' leadership competencies. Moreover, offer/accept feedback has a p-value of 0.485, a higher significance value of 0.05, and a beta of 0.70*. Moreover, offering feedback has less impact on the instructors' leadership abilities.

Table 7: Regression Analysis on Domains of Teachers' Commitment to School Culture

Teachers' Competencies	Unstandardized Coefficients		Standardized Coefficients Beta	t-value	p-value	Decision $\alpha=0.05$
	B	SE(B)				
(Constant)	1.048	0.161		6.530	0.001	
Job Satisfaction	0.068	0.039	0.098	1.754	0.081	Ho Not Rejected
Stress	0.051	0.047	0.069	1.102	0.272	Ho Not Rejected
Career Longevity	0.336	0.054	0.408*	6.189	0.001	Ho is Rejected
Commitment	0.174	0.053	0.189*	3.264	0.001	Ho is Rejected
Reasons for Wanting to leave	0.120	0.040	0.162*	2.985	0.003	Ho is Rejected
Career Plans	0.024	0.046	0.028*	0.526	0.599	Ho Not Rejected
Dependent Variable: School Culture						
R = 0.829		R ² = 0.687				
F-ratio = 92.250		p-value = 0.001				
*p<0.05						

With a p-value of 0.001 and a beta of 0.408*, the indicator of career length is less significant than the threshold of 0.05. Teachers' commitment impact to

school culture determines how long their careers last. The result shows six domains achieved greater beta when compared to other domains. Additionally,

commitment is associated with a beta of 0.189; a matching p-value of 0.001 has less significance at 0.05. Teachers' commitment significantly affects school culture.

Additionally, the p-value for reasons for wishing to leave is 0.001, which has less significance at 0.05, with a beta of 0.162*. Teachers' commitment is affected by

school culture, which is a factor in why educators quit their jobs. Meanwhile, the beta values for the markers work satisfaction, career plans, and stress were 0.098, 0.069, and 0.028, respectively. Each indicator had p-values of 0.081, 0.272, and 0.599, which are marginally higher than the specified level of significance of 0.05. Teachers' commitment has no impact on the school culture.

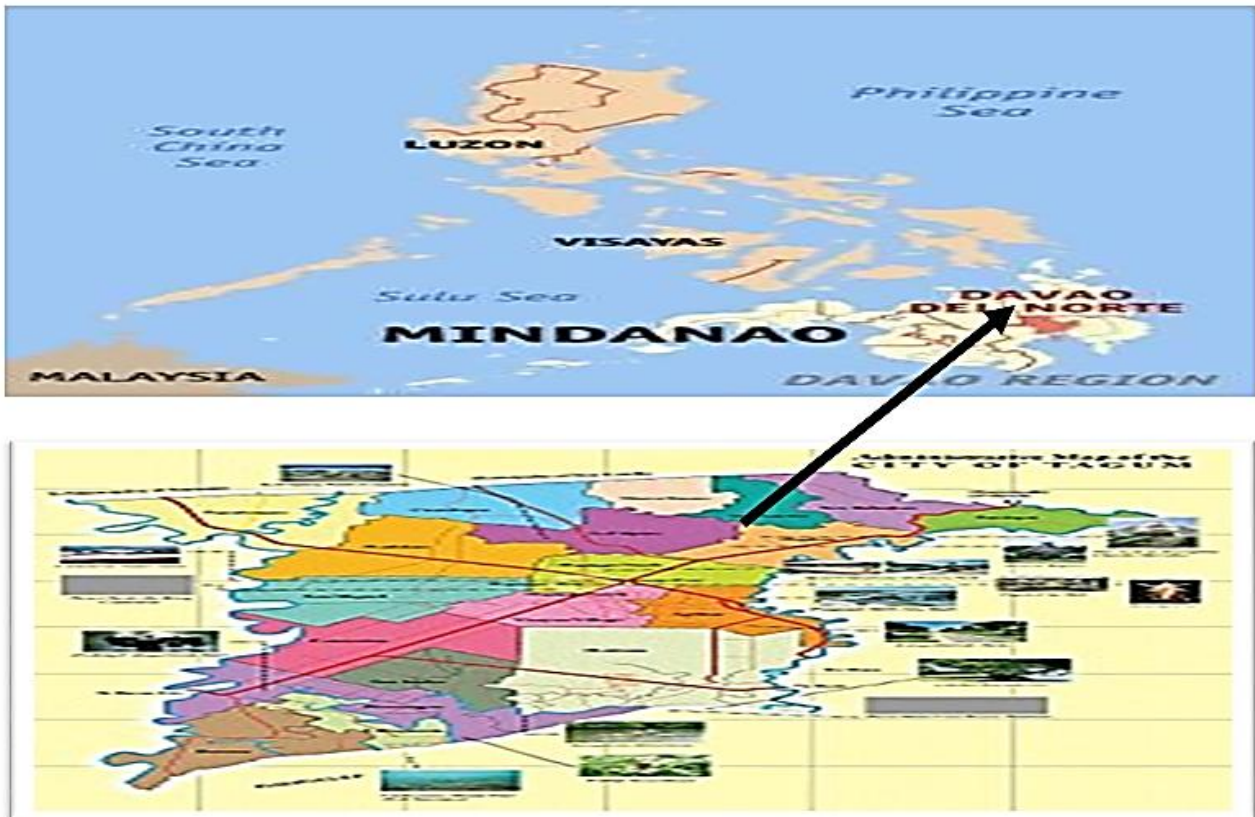


Figure 2. Map of the Philippines highlighting Tagum City in Davao del Norte

IV. CONCLUSION

Results pointed out that six indicators of the leadership competencies of school principals gained a very high level of description. These include focusing on vision, enhancing trust, offering or accepting feedback, cultivating a shared sense of belonging, supporting social relationships, and having a Positive disposition. Leadership competencies of educational leaders observed.

Teachers reported high levels of professional cooperation, affiliative collegiality, and self-determination in the school culture, all of which were favorable. The result suggests that there is a strong sense of good school culture. The effect of teachers' dedication and leadership skills on school culture has a

considerable link with other variables and was positively strong. An observed that a good association between teachers' commitment and school culture was moderate. However, when taken together, both the influence of leadership competencies and teachers' commitment have a predictive effect on school culture.

APPENDIX

Leadership Competencies. This study refers to a combined set of knowledge, leadership skills, and abilities that constitute effective leadership and contribute to the success of educational performance. This study indicated a positive disposition, cultivating a shared sense of belonging, supporting social relationships, focusing on vision, enhancing trust, and offering or accepting feedback.

Teachers' Commitment. The term refers to the set standards of teachers performing in the education system to enhance students' abilities and perform complex duties and responsibilities to achieve high performance. Job satisfaction, stress, commitment, career longevity, reasons for wanting to leave, and career plans are all indicators in this study.

School Culture. Set of conducive professional satisfaction, morale, and effectiveness. It supports every individual's well-being and consistently upholds a protected, supportive, and encouraging learning environment among teachers and students. Professional cooperation, affiliative collegiality, and self-determination or effectiveness are all indicators in this study.

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-MBA

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