

Influence of Teacher Sense of Efficacy, School Governance, and Instructional Leadership Behavior on Teacher Commitment

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ABSTRACT

Teacher commitment is declining. The contribution of teacher sense of efficacy, School governance and Instructional Leadership Behavior professional identity on teacher commitment was determined. Diagnostic research design was employed. The data from 210 respondents, selected through total enumeration, were analyzed using multiple regression analysis. Four adapted questionnaires were used, each pilot-tested and found to have acceptable to good internal consistency (Cronbach's alpha ranging from 0.819 to 0.889). It was found that teacher sense of efficacy, school governance, and instructional leadership behavior collectively account for about 50% of the variance in teacher commitment, partially supporting Social Cognitive Theory. Future studies may examine other variables and use qualitative approaches to explain the remaining variance in teacher commitment, while educational leaders may prioritize enhancing school governance as a key intervention to strengthen organizational commitment. The remaining variance suggests that other factors, such as job satisfaction, work stress, organizational culture, or teacher motivation, may also influence commitment and warrant further study. Findings are based on a total enumeration of 210 teachers in one school district, and generalization to other settings should be made with caution.

Keywords: Influence of teacher sense of efficacy, school governance, instructional leadership behavior, teacher commitment

INTRODUCTION

The Problem and Its Scope

Teacher commitment is declining globally, with educators increasingly treating teaching as a temporary job rather than a lifelong vocation, threatening educational quality and institutional stability (Paunan, Tai, & Jain, 2024).

In the United States, poor teacher commitment has become a critical issue, as many educators lack sustained dedication to the classroom, leading to persistent turnover in urban districts (Tan, 2026). Similarly, in Australia, the professional commitment of early-career teachers has been identified as volatile, with many questioning their persistence in the field within the first five years of service (Beltman et al., 2022). In South Africa, the challenge manifests as a commitment gap, where teachers often remain in the profession for economic reasons but lack the emotional and normative commitment required to engage effectively with diverse student populations (Shapira-Lishchinsky, 2021).

In the Philippines, teacher commitment is a growing problem. Many educators lose dedication because of complex lessons and heavy administrative work, which weakens their long-term engagement in teaching. In Davao City, poor teacher commitment is a serious issue. Public school teachers often struggle with demanding tasks and curriculum requirements, leading to reduced dedication over time (Lee, 2024).

The consequences of Teacher commitment are vital for sustaining educational quality, as its decline disrupts instructional continuity, weakens institutional effectiveness, and reduces student achievement. Despite recognition of its importance, there remains limited research directly linking leadership competence and

professional development to strengthening teacher agency and engagement. This underscores the need for evidence-based strategies to reinforce teacher commitment in educational systems (Crosswell, 2022).

The current study addresses these gaps by shifting the focus from a descriptive analysis of teacher dissatisfaction to an evaluative framework of support systems. By examining sense of efficacy, school governance, instructional leadership and teacher commitment, the impact of peer-mentorship or specific autonomy-based leadership this research provides a granular understanding of how systemic stressors can be mitigated. Ultimately, this study moves beyond identifying the problem, offering evidence-based strategies to reinvigorate professional commitment and, by extension, secure better learning outcomes for students.

Significance of the Study

This study holds global significance as it contributes to the growing discourse on improving the quality of education through empowered and committed teachers an essential pillar of Sustainable Development Goal 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong. In the Philippine context, the findings support the goals of the Department of Education in strengthening teacher commitment by informing policies and practices related to teacher efficacy, school governance, and instructional leadership. At the institutional level, the results are beneficial to Holy Cross of Davao College in enhancing faculty development, promoting effective leadership practices, and fostering a committed teaching workforce that supports quality learning outcomes.

Statement of the Problem

This study determined the significance of the influence teacher sense of efficacy, school governance and instructional leadership behavior on teacher commitment. Specifically, it aimed to pursue the following objectives:

1. To describe the levels of teacher sense of efficacy in terms of student engagement, instructional strategies, and classroom management; school governance in terms of transparency, accountability, responsibility, autonomy, fairness, and participation; instructional leadership behavior in terms of construction of instructional vision, development of school culture, and monitoring of instruction and innovation; and teacher commitment in terms of affective commitment, continuance commitment, and normative commitment.
2. To determine the significant relationship between teacher sense of efficacy, school governance, instructional leadership behavior, and the teacher commitment.
3. To determine the significance of the individual and combined influence of teacher sense of efficacy, school governance, and instructional leadership behavior on teacher commitment.

Hypotheses

Ho1: Teacher sense of efficacy does not significantly correlate with teacher commitment.

Ho2: School governance does not significantly correlate with teacher commitment.

Ho3: Instructional leadership behavior does not significantly correlate with teachers' commitment.

Ho4: Teacher sense of efficacy does not significantly influence teacher commitment.

Ho5: School governance does not significantly influence teacher commitment.

Ho6: Instructional leadership behavior does not significantly influence teachers' commitment.

Ho7: Sense of efficacy, school governance, and instructional leadership behavior, do not have a combined influence on teacher commitment.

Theoretical Framework and Conceptual Framework

This study/research is anchored on Bandura's Social Cognitive Theory, which posits that evolved from his earlier

Social Learning Theory, is reciprocal determinism: the principle that human functioning is the product of a dynamic, triadic interaction between personal factors (such as cognition and affect), environmental influences, and overt behavior (Bandura, 1986).

In this study, teacher sense of efficacy variable indicated by student engagement, Instructional strategies, and classroom management aligns with Personal component of the theory. Meanwhile, the School Governance variable indicated by transparency, accountability, responsibility, fairness and participation accords with Environment component of the theory. Instructional Leadership Behavior variable indicated by Construction of Instructional vision, Development of the school culture and Monitoring of instruction and Innovation conforms with Behavior component of the theory. Lastly, the dependent variable teacher's commitment indicated by affective commitment, continuance commitment, normative commitment aligns with Human behavior component of the theory.

Predictive Variable

Criterion Variable

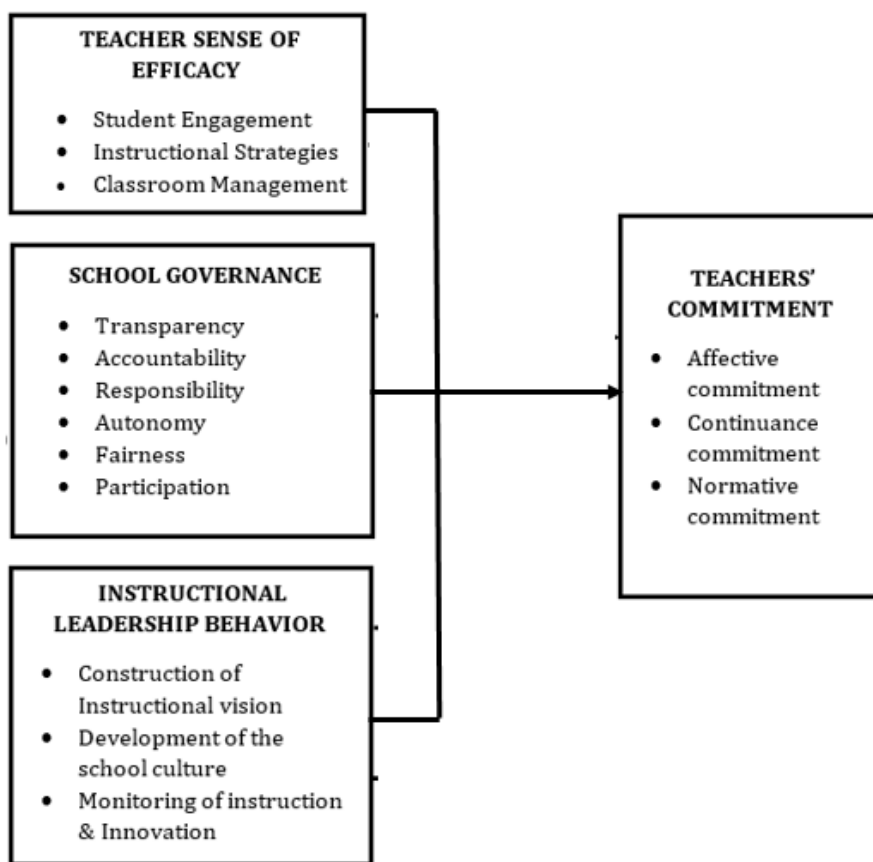


Figure 1. Conceptual Framework of the Study

METHODOLOGY

Included in this chapter are the research design, locale of the study, sample and sampling technique, data gathering technique, data analysis technique, and ethical consideration

Research Design

This study utilized a diagnostic research design, which is used to forecast outcomes by analyzing patterns and relationships among variables. It allows researchers to estimate future or unknown values based on existing data. As a quantitative approach, it relies on numerical data to examine these patterns and relationships. Predictive research is applied when the objective is to determine how predictor variables influence a criterion variable and to generate evidence-based predictions. Shmueli et al. (2023) emphasize that this design offers advantages such as identifying significant predictors, improving decision-making, and providing forward-looking insights through statistical modeling.

Locale of the Study

The study was conducted in the Elementary and Secondary schools under Glan II District, Division of Sarangani, located in the same province. The district is composed of 11 public elementary schools that cater to basic education learners in different Barangays. The locale was selected due to its accessibility to the researcher and the availability of respondents who meet the criteria of the study. The Glan 2 district also provides a suitable setting for examining teacher work attitude in relation to school leadership and professional development practices.

Sample and Sampling

This study involved a total of 210 active Elementary and Secondary school teachers during School Year 2024–2025. All participants had at least three years of teaching experience and were handling different learning areas. They were currently employed in 11 public elementary schools within the district and actively engaged in classroom instruction. Inclusion criteria required teachers to be full-time, actively teaching, and with a minimum of three-year experience. Exclusion criteria ruled out teachers with less than three years of service, those not currently teaching in classrooms, and non-public school educators.

The key advantage of total enumeration sampling is that it ensures complete representation of the population, since every member is included in the study. This eliminates sampling bias and provides more accurate and comprehensive data about the group being studied (Babasola, 2024).

Data Gathering Technique

The survey technique was used to gather data in this study. This method involves systematically collecting information from respondents through structured questionnaires to describe characteristics, opinions, or relationships among variables. It is typically applied when researchers need data from a defined group in an efficient manner. One of its main advantages is that it allows for the collection of standardized information from a large number of participants at relatively low cost, making comparisons and analysis more reliable (Sheikh, 2024).

In this study, four adapted questionnaires were used. The first instrument, the Teacher Sense of Efficacy Questionnaire was adapted from Mangsongsong et al, (2023). It has 15 items. The adapted instruments were pilot-tested for reliability, achieving Cronbach's alpha of 0.829. The second instrument, the School Governance Questionnaire was adapted from Supriadi et al, (2010). It has 22 items. The adapted instruments were pilot tested for reliability, achieving Cronbach's alpha of 0.865. The third instrument, the Instructional Leadership Behavior was adapted from Mejica et al, (2019). It has 24 items. The adapted instruments were pilot tested for reliability, achieving Cronbach's alpha of 0.889. The fourth instrument, the Teacher Commitment questionnaire was adapted from Francia et al, (2024). It has 17 items, the adapted instruments were pilot tested for reliability, achieving Cronbach's alpha of 0.819. All instruments utilized a four-point Likert 's scale was used to describe the degree to which respondents perceived in their teacher commitment.

Data Analysis technique

In this study, descriptive, correlation, and regression analyses were employed. Descriptive analysis was used to summarize the data and provide a clear picture of the levels of the study variables (Costa, 2024). Specifically, the mean and standard deviation are the statistical treatment under this data analysis. The variables were interpreted using a four-range scale with corresponding descriptive levels. Moreover, correlation analysis, through the Pearson Product–Moment Correlation, was applied to determine the strength and direction of the relationships between the predictive and criterion variables (Rizk, 2023). Finally, multiple regression analysis was conducted to examine how teacher sense of efficacy, school governance, and instructional leadership behavior collectively influence teacher commitment, as this method is widely recognized for identifying the predictive strength of independent variables on a dependent variable (Shmueli et al., 2023). In terms of scale of (β) Beta Coefficient strength, the following scheme as proposed by Cohen (1988) and Hair, et al (2019) was used.

The matrix presenting the scale, descriptive level, and corresponding interpretation for each study variable is provided, specifically used to describe teacher sense of efficacy, school governance, instructional leadership behavior and teachers' commitment.

<i>Scale</i>	<i>Level</i>	<i>Teachers Sense of Efficacy</i>	<i>School Governance</i>	<i>Instructional Leadership Behavior</i>	<i>Teacher Commitment</i>
1.00 – 1.74	very low	Very low	Very Poor	Very poor	Very weak
1.75 – 2.49	Low	low	Poor	poor	weak
2.50 – 3.24	High	Good	Good	Good	Strong
3.25 – 4.00	very high	Very Good	Very Good	Very Good	Very Strong

Standard Deviation Value Ranges and Interpretation

<i>Range</i>	<i>Description</i>	<i>Interpretation</i>
SD ≤ 0.50	High Consistent Responses	Strong and uniform perception
SD = 0.51 – 1.00	Moderate Consistent Responses	Acceptable consistency
SD = 1.01 – 1.50	Low Consistent Responses	Differing views or experiences
SD > 1.50	Very Low Consistent Responses	High variability and lack of consensus

The interpretation for the strength of the influence is based on the following standard scheme used as proposed by Guilford (1956):

<i>Computed r</i>	<i>Descriptive Interpretation</i>
+/- 1.00	Perfect correlation
Between +/- 0.75 – +/- 0.99	High correlation
Between +/- 0.51 – +/- 0.74	Moderately high correlation
Between +/- 0.31 – +/- 0.50	Moderately low correlation
Between +/- 0.01 – +/- 0.30	Low correlation
0.00	No correlation

The following scheme for Beta (β) coefficient strength, as proposed by Cohen (1998) and Hair et al. (2019), was used:

B Value Range	Strength of Influence
+/- 0.00 – +/- 0.09	Very Weak
+/- 0.10 – +/- 0.29	Weak
+/- 0.30 – +/- 0.40	Moderate
+/- 0.50 – +/- 0.69	Strong
+/- 0.70 and above	Very Strong

Ethical Considerations

Respondents were fully informed about the studies purpose, procedures, and their right to withdraw at any time, with informed consent obtained prior to data collection. Participants identities were kept confidential using anonymize data and secure storage systems, with access limited solely to the research team. The study was designed to prevent harm, ensuring that participants were fully aware of their rights and were free to withdraw at any point without penalty. The research was conducted with honesty, integrity, and respect, safeguarding participants' privacy and recognizing the value of their contributions. Ethical approval was secured from the SMILE Ethics Board, and permission to conduct the study was respectfully sought and obtained from the Department of Education (DepEd). Efforts were made to maximize benefits, minimize potential risks, and ensure

fairness throughout the research process, with findings reported transparently and any potential conflicts of interest properly disclosed to uphold the integrity of the research.

RESULTS

Included in this chapter are the descriptive, correlation, regression, and the corresponding analysis and interpretation of the statistical results. This chapter is ended with the summary of findings.

Descriptive Result

Table 1 is the descriptive table. It contains the variables involved in the study namely, teacher sense of efficacy, School Governance, Instructional leadership and teacher commitment, and their corresponding indicators. Moreover, it contains the standard deviation (SD), the mean, and the corresponding descriptive level.

Table 1. Descriptive Statistics (n=210)

Variables	n	Standard Deviation	Mean	Descriptive Level
Teacher Sense of Efficacy	210	.15	3.62	Very High
<i>Teacher Sense Efficacy on Student Engagement</i>	210	.27	3.61	Very High
<i>Teacher Sense of Efficacy on Instructional Strategies</i>	210	.21	3.55	Very High
<i>Teacher Sense of Efficacy on Classroom Management</i>	210	.20	3.68	Very High
School Governance	210	.17	3.69	Very High
<i>Transparency</i>	210	.23	3.57	Very High
<i>Accountability</i>	210	.32	3.60	Very High
<i>Responsibility</i>	210	.32	3.66	Very High
<i>Autonomy</i>	210	.21	3.75	Very High
<i>Fairness</i>	210	.19	3.74	Very High
<i>Participation</i>	210	.19	3.79	Very High
Instructional Leadership Behavior	210	.09	3.65	Very High
<i>Construction of Instructional Vision</i>	210	.18	3.72	Very High
<i>Development of school culture</i>	210	.13	3.59	Very High
<i>Monitoring of Instruction and innovation</i>	210	.12	3.63	Very High
Teacher Commitment	210	.10	3.66	Very High
<i>Affective Commitment</i>	210	.22	3.59	Very High
<i>Continuance Commitment</i>	210	.27	3.69	Very High
<i>Normative Commitment</i>	210	.25	3.70	Very High

Specifically, the table shows that the teacher sense of efficacy variable obtained a mean of 3.62, which is described as very high, indicating that teacher sense of efficacy is excellent. All its indicators described as very high levels. The standard deviation of 0.27, indicates that the responses have high consistency. Moreover, the school governance variable obtained a mean of 3.69, which is also described as very high, indicating that School governance is excellent. The standard deviation of 0.09 indicates that the responses have high consistency. Likewise, the instructional Leadership behavior variable obtain a mean of 3.65, which is also describe as very high, indicating that the Instructional leadership Behavior is excellent. The standard deviation of .09 which indicates that the responses have high consistency. Finally, teacher commitment variable obtained a mean of 3.66 described as very high indicating strong commitment. All of the indicators also received very high level. The standard deviation of 0.10 indicates that the responses are highly consistent.

The summary of findings that the teachers work in a highly supportive environment where they feel confident in their abilities, recognize effective school governance, and view instructional leadership positively. This strong sense of efficacy, governance, and leadership contributes to their high level of professional commitment, suggesting that these factors collectively foster motivation, stability, and improved teaching performance.

Correlation Results

Table 2 is the correlation result between the predictive variables and criterion variables. It also contains the r-value, the p-value, the decision for the hypothesis, and the corresponding interpretation.

Table 2: Correlation Table (N=210)

Variables	Teacher Commitment			
	r-value	p-value	Decision on <i>H₀</i>	Interpretation
Teacher Sense of Efficacy	.431	.000	Reject <i>H₀</i>	Moderately low, positive significant correlation
School Governance	.403	.000	Reject <i>H₀</i>	Moderately low, positive significant correlation
Instructional Leadership Behavior	.038	.589	Accept <i>H₀</i>	low, positive not significant correlation
Correlation is significant at the 0.05 level (2-tailed).				

Specifically, the table shows that the correlation between teacher sense of efficacy and teacher commitment obtained the corresponding p-value is 0.000 which is less than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that the relationship between teacher sense of efficacy and teacher commitment is significant. The corresponding r-value of 0.431, indicating a moderately high correlation. On the other hand, between school governance and teacher commitment obtained p-value of 0.000 which is less than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that the relationship between teacher sense of efficacy and teacher commitment is significant. The corresponding r-value of 0.403, indicating a moderately low correlation. The Instructional leadership behavior obtained a p-value of .589, which is greater than the 0.05 level of significance; hence, the null hypothesis was accepted. This indicates that the relationship between instructional leadership behavior and teacher commitment is not significant. The corresponding r-value of .038 indicates a very weak, positive correlation.

The summary of findings implies that enhancing teacher sense of efficacy and supportive governance can strengthen their commitment, while instructional leadership practices need refinement to more effectively foster teacher engagement.

Regression Results

In Table 3 is the regression analysis of the predictive variables. Also shown in the table are the unstandardized and standardized beta coefficients, standard error, t value, p value, decision on null hypothesis and its interpretation.

Table 3: Regression Table (N=210)

Teacher commitment

Variables		Unstandardized Coefficients		Standardized Coefficients	t	p-value	Decision on <i>H₀</i>	Interpretation
		B	Std. Error	Beta				
(Constant)		3.402	.259	—	13.143	.000	Reject <i>H₀</i>	Significant
Teacher Sense of Efficacy		.126	.068	.185	1.835	.068	Accept <i>H₀</i>	Not Significant
School Governance		.265	.073	.458	3.619	.000	Reject <i>H₀</i>	Significant
Instructional Leadership Behavior		.215	.123	.207	1.743	.083	Accept <i>H₀</i>	Not Significant
Model Summary: $R = .507$, $R\text{-square} = .257$, $F(3,206) = 23.706$, $p = .000$ Level of significance: 0.05, Decision Rule: Reject h_0 if $p < 0.05$								

Specifically, the table shows that the influence of teacher sense of efficacy on teacher commitment obtained an unstandardized Beta coefficient value of .126 indicating a weak influence. The corresponding p-value of 0.068,

which is greater than 0.05 level of significance, therefore, the null hypothesis was accepted. This indicates that the influence is not significant. This further implies that an increase in teacher sense of efficacy does not mean an increase on the teacher commitment.

School governance on teacher commitment obtained an unstandardized Beta coefficient value of .265 indicating a weak influence. The corresponding p-value of 0.000, which is less than 0.05 level of significance, therefore, the null hypothesis was rejected. This indicates that the influence is significant. This further implies that a decrease in School Governance has a decrease on teacher commitment.

Instructional leadership behavior on teacher commitment obtained an unstandardized Beta coefficient of 0.215 indicating a weak influence. The corresponding p-value of 0.083 which is greater than 0.05 level of significance, therefore, the null hypothesis was accepted. This indicates that the influence is not significant. This further implies that an increase in instructional leadership in behavior does not mean an increase on the teacher commitment. The corresponding R-squared value of .257 signifies a moderate combined influence of Teacher sense of efficacy, School governance, Instructional leadership behavior on teacher commitment. Ultimately, with a p- value of 0.000, which is less than the 0.05 level of significance, it is indicated that the combined influence is significant.

The results indicate that the combined influence of teacher sense of efficacy, school governance, and instructional leadership behavior on teacher commitment is moderate but meaningful. Since the overall influence was found to be statistically significant, it implies that these factors collectively contribute in a significant way to explaining variations in teacher commitment, highlighting their importance in shaping teacher dedication and engagement.

Summary of Findings

Based on the statistical results, it was found that:

1. Teacher sense of efficacy significantly correlate with teacher commitment.
2. School governance significantly correlate with teacher commitment.
3. Instructional leadership behavior not significantly correlation influence to teacher commitment.
4. Teacher sense of efficacy significantly influence teacher commitment.
5. School governance significantly influence teacher commitment.
6. Instructional leadership behavior not significantly correlation influence to teacher commitment.
7. Sense of efficacy, school governance, and instructional leadership behavior, have a combined influence on teacher commitment.

DISCUSSION

In this chapter, the correlational and the regression result of the study are discussed. The conclusions and recommendations based on the results and discussion are also presented.

Teachers Sense of Efficacy and Teacher Commitment Correlation

The finding of this study reveals that teacher sense of efficacy has a significant, moderately high correlation with teacher commitment. This finding affirms Omar Bataineh and Ahmad M. Mahasneh (2025), who explained that teacher sense of efficacy is significantly associated with teacher commitment and work-related quality of life among science teachers. Likewise, the current finding supports Bataineh et al. (2025), who emphasized that the teachers who perceive themselves at a very high level of efficacy possess strong confidence in performing instructional tasks, managing classrooms, and engaging students effectively. In contrast, the current finding negates Dechawatanapaisal (2025), who said that teacher commitment is more heavily shaped by organizational elements such as fairness, workload management, and institutional support rather than individual beliefs like self-efficacy. This divergence may be explained by the public elementary and secondary school context of the

present study, where teachers' confidence in their instructional abilities is closely tied to daily classroom realities, such as student engagement and behavior management, making self-efficacy a more immediate and visible driver of commitment than broader organizational conditions.

School Governance and Teacher Commitment Correlation

The finding of this study reveals that school governance has a significant, moderately high correlation with teacher commitment. This finding agrees Amaya (2021), who reported that school governance significantly influences teacher organizational commitment, particularly when governance structures promote growth opportunities, fair practices, and healthy working conditions. Likewise, the current finding affirms OECD (2023), who explained that effective governance practices strengthen institutional trust and organizational commitment. In contrast, the current finding negates Christensen and Knardahl (2023), who said that structural factors alone may not always directly determine commitment due to individual and contextual differences. In the present sample, governance practices such as transparency and fair participation likely strengthen commitment because they signal to teachers that their voice and contributions are valued within the school system, reinforcing the reciprocal relationship between environment and behavior described in Social Cognitive Theory.

Instructional Leadership Behavior and teacher Commitment Correlation

The finding of this study reveals that instructional leadership behavior is perceived at a very high level, indicating that school leaders actively support instructional improvement and foster a positive learning environment. The finding agrees with Akomodi (2025), who reported the instructional leadership contributes to the development of a strong school culture and enhances teaching practices. Likewise, the current finding supports Shaw et al. (2024), who asserted that leadership-related support significantly influences employee engagement and retention. In contrast, the current finding negates Dechawatanapaisal (2025), who said that leadership may not directly influence commitment but instead operates through mediating variables such as job embeddedness. This finding suggests that while teachers in this study perceive their school heads as instructionally supportive, this perception alone may not be sufficient to drive commitment; the effect of instructional leadership may instead operate indirectly, through mediating factors such as teacher efficacy or job embeddedness, rather than influencing commitment on its own.

Teacher Commitment as Influenced by Sense of Efficacy, School Governance, Instructional Leadership Behavior

The finding of this study reveals that teacher sense of efficacy, school governance, and instructional leadership behavior, when combined, significantly influence teacher commitment. This finding supports Battad (2024), who asserted that teacher sense of efficacy, school governance, and instructional leadership behavior, when combined, significantly influence teacher commitment, indicating that both individual and organizational factors contribute to professional attachment. Likewise, the current finding agrees Hua, Mansor, and Jamaludin (2025), who reported that how instructional leadership and teacher self-efficacy interact to influence teacher commitment. In contrast, the finding negates Dechawatanapaisal (2025), who said that teacher commitment is more strongly influenced by organizational factors such as fairness, workload management, and institutional support rather than individual beliefs like self-efficacy, school governance, or instructional leadership. This perspective suggests that while these variables contribute to teacher dedication, the broader organizational environment ultimately plays the more decisive role in sustaining commitment. Taken together, these results suggest that teacher commitment in this setting is shaped less by individual confidence or top-down leadership behavior alone, and more by the perception that the school system itself is fair, transparent, and participatory, which is consistent with the moderate combined R-squared value obtained in this study.

CONCLUSION

Based on the findings, the study concluded that teacher sense of efficacy, school governance, and instructional leadership behavior collectively exert a significant influence on teacher commitment, accounting for about 50% of its variance. This finding partially supports Social Cognitive Theory, which emphasizes reciprocal determinism the dynamic interaction between personal, behavioral, and environmental factors in shaping human behavior. Since the study employed total enumeration of 210 teachers within a single school district, the findings provide

strong internal validity for this population but should be generalized to other settings with caution, as governance structures and leadership practices may vary across districts.

RECOMMENDATIONS

Based on the conclusion, future studies may explore other variables not included in this research, such as job satisfaction, work stress, organizational culture, and teacher motivation, to explain the remaining half of the variance in teacher commitment. Future research may explore a mixed-methods approach, combining the quantitative findings of this study with qualitative methods such as in-depth interviews or focus group discussions with teachers and school heads, to identify themes and sub-themes that may become a significant variable to influence teacher commitment, particularly to better understand why instructional leadership behavior did not significantly predict teacher commitment in this study. Educational leaders may enhance school governance as the most important intervention to improve organizational commitment.

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