ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

Organizational Commitment as Influenced by Caring School Leadership and Empowerment: A Convergent Design

Mabelle T. Mariano, Jo-Ann Y. Solomon

University of the Immaculate Conception

DOI: https://doi.org/10.51244/IJRSI.2024.11120014

Received: 22 November 2024; Accepted: 03 December 2024; Published: 30 December 2024

ABSTRACT

This study employed a mixed methods approach, particularly convergent design, to determine the influence of caring school leadership and empowerment on organizational commitment. The respondents were the public secondary school teachers in Region XI, Philippines. Sets of adapted and validated survey tools with a five-point Likert scale and an interview guide were used to obtain the data. In the quantitative phase, the mean, standard deviation, and multiple linear regression were used as statistical tools, while in the qualitative phase, thematic analysis was employed.

Findings in the quantitative phase revealed that the status of caring school leadership and empowerment were both rated very high, and the organizational commitment was rated high. Moreover, the study revealed that caring school leadership and empowerment both significantly influence organizational commitment. The qualitative phase of the study revealed four essential themes based on the lived experiences of secondary teachers as regards organizational commitment, namely: dedication to teaching and student development, commitment to organizational excellence through collaboration and fulfillment, building positive relationships, and adherence to rules and responsibilities.

Further, three essential themes also emerged regarding the role of experiences in shaping the beliefs of the participants toward organizational commitment which included being encouraged to grow and innovate, being teamwork-driven, collaborative, and positive, and consistency and reliability in leadership. Furthermore, as regards the role of experiences in shaping the attitudes of the participants toward organizational commitment, the following themes extracted were: becoming open and trusting, and becoming driven and persevering. Finally, the integration of findings revealed that the results of the two phases corroborated each other, demonstrating a merging and converging of data.

Keywords: Educational leadership, convergent design, caring school leadership, empowerment, organizational commitment, Philippines

INTRODUCTION

Organizational commitment is a fundamental factor that promotes employee dedication, productivity, and long-term retention, as individuals feel connected to the organization's goals, values, and leadership. Nowadays, teachers often experience low level of organizational commitment because their workloads are not only limited to teaching but also to other non-teaching responsibilities which resulted to exhaustion and high levels of stress that causes teachers to be dissatisfied and become less committed to perform their tasks efficiently (Schleicher, 2017).

Published researches indicated that keeping committed teachers nowadays has become an extreme struggle for school leaders all around the world (Collie, 2021). Despite the centrality of teacher commitment to the achievement of school's success, achieving it remains a complex and insubstantial quest, often tripping over hurdles and systemic challenges (Darling-Hammond, 2017). Also, as mentioned in the study of Schleicher (2017) revealed that nearly half of teachers globally feel undervalued which led to decreasing level of commitment to teaching. While, in a 2019 study in the Education Policy Analysis Archives of Bacher-Pelz et

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

al. (2019), linked excessive workload and administrative demands to declining teacher morale and commitment. Similarly, a 2021 report by the International Labour Organization (2021), highlighted that educators' feeling of stress and burnout are reaching alarming levels globally which steered their commitment to offer quality teaching.

In United States of America, Darling-Hammond and Sykes (2019) highlighted that in the current years in the educational field, there is an emerging bothersome trend of declining teacher commitment which poses a significant threat to educational quality and student outcomes that deserves deeper scrutiny. In addition, a 2022 study by the National Education Association found that 55 percent of American teachers consider leaving the profession due to factors like low pay, excessive workload, and inadequate support (NEA, 2022).

Also, in Scotland, the decline in commitment manifests in various ways like teacher absenteeism is on the rise, teacher's sense of disengagement that saturate classrooms, and diminishing enthusiasm and passion that affected the quality of instruction (Ferguson, 2018). Likewise, Schleicher (2017), also in Scotland asserted that those educators whose commitment to their teaching profession is unsteady, will perform poorly in the classroom as seen by their frequent absences and failure to meet deadlines. Similarly, Guskey (2018) emphasized that teachers who lack among secondary school teachers in urban area resulted in reduced enthusiasm, less effective classroom management, and diminished student-teacher relationships. Likewise, Hussen et al. (2016) noted that when teachers lack commitment, they may be less inclined to participate in professional learning opportunities, which can limit their growth and ability to implement best practices, and can ultimately hinder their effectiveness as educators.

On the contrary, a conducted study in Indonesia by Esfahani et al. (2014), noted that teachers commitment can be seen on their acceptance and trust in the school's goals, principles and embodies them; eager to strive for the benefit of the organization and have every intention to stay in the institution. Likewise, Lin and Wang (2017) pointed-out that dedicated educators demonstrate a firm commitment by eagerly putting in effort and striving for excellence in their roles, fostering a deep sense of loyalty and connection to the organization.

In the Philippines, on the report of Baloran and Hernan (2020) they presented a worrying trend about the decline of teacher commitment that poses a significant threat to the nation's future which of course demands immediate attention. Correspondingly, a 2019 survey revealed that 22 percent of Filipino teachers are considering leaving the profession, with low salaries, excessive workload, and lack of career progression cited as leading factors. This resonates with the survey finding that 47 percent of Filipino teachers experience frequent emotional exhaustion that lead some teachers to change their career path (Education International, 2021).

Locally, in a study administered in Mindanao by IBON Philippines (2019), the roots of the problem of teacher commitment lie in a complex web of issues like low salaries that leave many teachers struggling financially and haven't kept pace with inflation. Additionally, Carandang (2015) study finding show a rate of 7.4 percent increase of teacher absenteeism in the Philippines, and significantly impacting student learning which resulted from less committed teachers. Ebuenga-Amora (2020) emphasized that teachers become less committed to students' education due to many other personal struggles that they face to equip themselves with drastic curricular changes like making adjustments with their teaching-learning activities to establish quality learning.

Numerous researches by various authors emphasized that organizational commitment plays a crucial role in enhancing employee engagement and performance. Meyer and Allen (2019) highlight that strong organizational commitment leads to higher job satisfaction and lower turnover rates, eventually benefiting the organization's overall effectiveness. Similarly, a study by Ng and Feldman (2019) suggests that committed employees are more likely to exhibit discretionary efforts, contributing positively to team dynamics and productivity. Additionally, research by Vandenberghe and Tremblay (2020) indicates that fostering a culture of commitment not only enhances individual performance but also drives organizational success in achieving strategic goals.

Accordingly, the researcher saw the urgency to undertake the endeavor because she haven't encountered any study on the influence of caring school leadership and empowerment towards organizational commitment of

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

public secondary school teachers using mixed methods approach. Therefore, it is in this perspective that the researcher felt the need to fill-in the research gap of conducting a study particularly in Region XI. Specifically, the results of this study will be beneficial to the existing body of knowledge in the field of caring school leadership, empowerment, and teacher commitment. Additionally, the results of this study could be a strong basis for drafting policies, recommendations and development of appropriate research-based programs to cultivate teacher commitment. This study will attribute a substance for further research in the field.

To ensure wide dissemination and accessibility concerning the research, the results of this study will be disseminated within the schools in Region XI through meetings, seminars, trainings, and workshops conducted by the Schools Division Offices in the entire region. Additionally, this endeavor's findings will be disseminated to the local, national and international research conferences or forums and summits, reaching a broader audience. Furthermore, considering the importance of open access to research, the researcher will explore the possibility of online publication to facilitate easy access and wide dissemination of the study's findings.

Worldview and Theoretical Lens

Amidst increasing demands, limited resources, and evolving educational standards, maintaining a very high level of organizational commitment exhibits a huge challenge.

The researcher, as a public-school educator with substantial experience, had been motivated to conduct investigation and explore on the influence of caring school leadership, and teacher empowerment towards public secondary school teachers' organizational commitment. Also, the researcher believed on the perception that caring leadership and teacher empowerment creates a harmonious educational ecosystem. Teachers who felt being cared for and authorized to do some unusual tasks are likely to demonstrate higher job satisfaction, enthusiasm and commitment, which positively influences the overall quality of education, creating a cycle of excellence that benefits the entire school community. Therefore, the significance of caring school leadership and teacher empowerment cannot be overstated in cultivating a thriving organizational commitment environment.

As a pragmatist, it emancipated the researcher from conclusively embracing a mandatory choice of paradigm since being pragmatic, the researcher is able to recognize that there are common and numerous realities which are exposed to various forms of inquiry (Creswell & Creswell, 2018). In addition, as a pragmatist, the researcher integrated more than one research methodology for gathering and exploring data within the same study, specifically, using both quantitative and qualitative methods. Also, the researcher will be able to go deeper into the dataset to comprehend its meaning and utilize another method to confirm the findings of the other method.

In the same manner, a mixed-methods approach is adopted to dig deeper into the dataset and acquire a comprehensive perception of the influence of caring school leadership, and empowerment towards public secondary school teachers' organizational commitment.

This study was anchored on Caring School Leadership Theory by Barth (1991), Psychological Empowerment Theory by Spreitzer (1995) and Commitment Theory by Stryker (1968). Caring School Leadership Theory states that school leaders prioritize building positive relationships, trust, and a sense of community.

According to Barth, caring leaders actively engage with the equal well-being of teachers and learners, recognizing the profound impact of relational dynamics on the overall educational experience which positively impact teacher commitment.

Therefore, grounded in the belief that a school's success is intricately linked to the school leaders caring school leadership quality and its interpersonal connections within its community, thus, Barth's caring school leadership theory can significantly influence educational leadership practices and continues to be a guiding principle for those seeking to create nurturing and effective learning environments to achieve teachers' organizational commitment.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

In an educational institution, psychological empowerment theory holds relevance for school administrators aiming to create an empowering environment for teachers. Leaders who recognize and support the meaningfulness of teachers' work, provide opportunities for professional development to enhance competence, encourage autonomy in making firm decisions, and acknowledge the impact of Teachers' on students' lives contribute to a psychologically empowering atmosphere. Educational leaders through teacher empowerment can promote teacher engagement, job satisfaction, and a sense of fulfillment, ultimately contributing to a positive and thriving educational community of committed teachers.

Commitment Theory emphasized that commitment intensifies when one benefits materially through rewards such as money, labor, goods, favor, or prestige. The commitment theory of Stryker conferred the commitment of a specific individual concerning the shared relationship between self and society and their linked effect on behavior. Thus, organizational commitment is related to the strength of the inter-connectedness with others while in a particular role identity: "Commitment is determined by the value of giving up meaningful relations to others should alternative courses of action be pursued." This means that commitment relies on reciprocality. Social structure is based on the different organizations, just like in the educational organization wherein the commitment of teachers is reciprocated on the benefits, salaries, etc., and the caring school leadership of their superiors and empowerment, therefore begets commitment from teachers.

METHODOLOGY

Research Design

This study employed a mixed methods approach, a research methodology that integrates qualitative and quantitative data collection and analysis within a single study. By combining these methods, the researcher leveraged the strengths of both approaches to provide a more comprehensive understanding of the research questions. Specifically, a convergent design was utilized, where qualitative and quantitative data were collected simultaneously, analyzed separately, and merged during the interpretation stage. This design ensured equal priority was given to both data types, allowing the researcher to triangulate findings, enhance validity, and establish a more robust analysis of the phenomena.

The quantitative phase employed a descriptive correlational research design to examine static representations of variables and the relationships between them, such as the connection between caring school leadership, empowerment, and organizational commitment. Concurrently, the qualitative phase focused on understanding the participants' beliefs and experiences, using open-ended questions, in-depth interviews, and focus group discussions to gather rich, detailed data. This mixed methods approach was deemed most suitable for the study as it facilitated a comprehensive investigation of the topic. The integration of outcomes through the convergent design provided a nuanced understanding of the predictive value of caring school leadership and empowerment on organizational commitment.

Place of the Study

This study was conducted in public secondary schools in Region XI and officially labelled as Davao Region. It consists of Davao City, Davao del Sur, Davao del Norte, Davao Oriental, Davao de Oro, Mati City, Panabo City, Tagum City, Island Garden City of Samal, Davao Occidental and Digos City. Davao City is the center of commerce, industry, transportation and the most populous place in Davao Region. The secondary teaching personnel under the 11 Divisions were selected because they have the highest number of teachers, and were located in densely populated areas in the region making its proximity suitable to conduct the study. The researcher also made certain that all five provinces and six major cities found in the Davao Region have a representative school as source of the respondents for the study.

Participants

For the quantitative aspect, the participants of the study were the randomly selected 350 public secondary school teachers in Region XI, namely: IGACOS Division, Davao de Oro Division, Panabo City Division, Davao Occidental Division, Davao del Norte Division, Davao del Sur Division, Davao City Division, Tagum

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

City Division, Davao Oriental Division, and Digos City Division.

While for the qualitative part, a total of 17 public elementary school teachers were invited as participants. The researcher selected 10 public elementary school teachers for the IDI and seven public school elementary teachers for the FGD. Inclusion criteria used were as follows: currently teaching in the public school and have taught at a public school for at least three years. The findings were utilized to detect emerging themes and trends, as well as answers based on their own experiences.

Data Analysis

In analyzing the quantitative data, statistical tools determined the **influence to organizational commitment by caring school leadership and empowerment** in this study. The research utilized the following statistical treatments for a more understandable interpretation and analysis of the quantitative data: **mean** was used to determine the level of caring school leadership, empowerment and organizational commitment. On the other hand, the **standard deviation** was computed to determine the dispersion of the mean of the three variables. **multiple regression analysis** was used to examine the significance of the influence of caring school leadership and empowerment on organizational commitment.

In the qualitative data analysis, thematic analysis used to examine the responses from the IDI and FGD, this method identified and categorized the emergent codes and themes. The interviews were recorded to collect the data and notes, and then evaluate using thematic analysis to identify emergent codes and themes.

Trustworthiness of the Study

In order to ascertain the trustworthiness of the study, the researcher adhered to the four suggested criteria for evaluating interpretive research conducted by Lincoln and Guba (1985). These criteria include credibility, transferability, dependability, and confirmability. The trustworthiness of this study was ensured by conducting a comprehensive data collection process using surveys, in-depth interviews, and focus group discussions for triangulation.

RESULTS

Quantitative Results

Status of Caring School Leadership

As shown in Table 1.1 is the level of caring school leadership of school heads according to secondary teachers in public schools in Region XI, which was measured in terms of psychological, organizational and management. Computations yielded an overall mean of 4.40 with a description of very high. This implies that caring school leadership is always evident among school heads as indicated by secondary school teachers in public educational institutions in Region XI.

Table 1.1 Status of Caring School Leadership

Indicators/ Items	Mean	SD	Description
Psychological			
1. feeling of consciousness	4.36	.74	Very High
2. having interest in the individual	4.43	.69	Very High
3. understanding of others' point of view	4.43	.68	Very High
4. considering individual circumstances	4.45	.69	Very High

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

5. being warmth	4.40	.71	Very High
6. being sympathetic	4.46	.68	Very High
7. identifying other' emotions	4.36	.77	Very High
8. respecting	4.57	.57	Very High
9. understanding teachers' circumstances	4.47	.65	Very High
10. being sincere	4.49	.65	Very High
11. considering teachers' ideas	4.43	.74	Very High
12. having interest in others' experiences	4.43	.67	Very High
13. being cheerful	4.47	.65	Very High
14. protecting teachers' self-interest	4.43	.69	Very High
15. trusting	4.45	.67	Very High
16. having interest in teachers' personal lives	4.31	.80	Very High
17. accepting teachers individuality	4.48	.65	Very High
18. having empathy	4.46	.64	Very High
19. supporting teachers' ideals	4.54	1.67	Very High
20. giving recognition	4.52	.56	Very High
21. protecting professionalism	4.51	.59	Very High
22. having value-based relationships	4.48	.65	Very High
23. caring sincerely	4.46	.68	Very High
24. having emotional control	4.42	.71	Very High
25. being honest	4.51	.64	Very High
Category Mean	4.45	.53	Very High
Organizational			
26. maintaining buildings	4.42	.66	Very High
27. limiting vandalisms	4.39	.67	Very High
28. maintaining infrastructural care	4.42	.65	Very High
29. establishing a safe working environment	4.48	.67	Very High
30. ensuring job security	4.51	.63	Very High
31. maintaining physical resources supplies	4.45	.67	Very High
32. maintaining resource training supplies	4.47	.67	Very High
33. maintaining fair labour practices	4.48	.65	Very High

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

Category Mean	4.45	.53	Very High
Management			
34. sharing leadership responsibilities	4.56	.58	Very High
35. appreciating work	4.52	.61	Very High
36. having participative decision making	4.46	.65	Very High
37. establishing shared values	4.49	.59	Very High
38. giving personal support	4.41	.66	Very High
39. supporting professional development	4.52	.59	Very High
40. creating a positive change environment	4.48	.63	Very High
41. giving personal sacrifice	4.43	.67	Very High
42. sharing success	4.49	.63	Very High
43. leading self-confidence	4.58	.56	Very High
44. handling of conflict fairly	4.45	.68	Very High
45. delegating task	4.51	.68	Very High
46. being accessible	4.48	.62	Very High
47. allocating fair resource	4.39	.71	Very High
48. protecting teachers	4.45	.61	Very High
49. committing to vision and mission	4.55	.59	Very High
50. protecting human rights	4.54	.61	Very High
51. listening attentively	4.48	.61	Very High
52. being not self-centered	4.43	.74	Very High
53. supporting work	4.48	.62	Very High
54. having no favouritism	4.34	.78	Very High
55. giving efforts to benefit the school community	4.51	.61	Very High
56. having consideration of teachers' values	4.47	.64	Very High
57. sharing organizational commitment	4.53	.60	Very High
Category Mean	**4.29**	**.48**	**Very High**
Overall Mean	**4.40**	**.47**	**Very High**

Status of Empowerment

The status of empowerment is assessed by the four indicators and is shown in Table 1.2, which has an overall mean rating of 4.56. It is described as very high and interpreted as the empowerment of public secondary school teachers, which is always practiced. Further, its standard deviation is .40, meaning that the teachers'

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

responses are clustered around the mean. Moreover, the status of empowerment is assessed by the four dimensions: meaning, competence, self-determination and impact.

Table 1.2 Status of Empowerment

Indicators/ Items	Mean	SD	Description
Meaning			
1. Working at the high school is meaningful to me.	4.68	.51	Very High
2. Working at the high school is important to me.	4.69	.50	Very High
3. Taking my high school job tasks as personally meaningful to me.	4.65	.52	Very High
Category Mean	**4.67**	**.46**	Very High
Competence			
4. Being confident about my ability to do my job at the high school.	4.59	.52	Very High
5 Being self-assured about my capabilities to perform my work activities at the high school.	4.56	.54	Very High
6. Having mastered the skills necessary for my job at the high school.	4.48	.56	Very High
Category Mean	**4.55**	**.46**	Very High
Self-Determination			
7. Having significant autonomy in determining how I do my job at the high school.	4.53	.57	Very High
8. Deciding on my own how to go about doing my work at the high school.	4.53	.57	Very High
9. Having considerable opportunity for independence and freedom in how I do my job at the high school.	4.49	.56	Very High
Category Mean	**4.52**	**.49**	Very High
Impact			
10. Knowing my impact on what happens at the high school is large.	4.51	.59	Very High
11. Having a great deal of control over what happens in my high school.	4.48	.62	Very High
12. Having significant influence over what happens in my high school.	4.50	.59	Very High
Category Mean	**4.49**	**.53**	Very High
Overall Mean	**4.56**	**.40**	Very High

Status of Organizational Commitment

As presented in Table 1.3 the status of organizational commitment in public secondary schools yielded a high overall mean rating of 3.81, which is described as high and also interpreted as oftentimes evident. It is also noticeable that the standard deviation is .70, implying that the responses of the teachers are distributed from each other. Apart from this, the organizational commitment are measured with the following domains: affective commitment, continuance commitment, and normative commitment.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

Significance of the Influence of Caring School Leadership and Empowerment on Organizational Commitment

Table 2 shows the results of the multiple regression analysis. Also, the standardized beta coefficients and t-statistics results of the influence of the independent variables namely: caring school leadership and empowerment, and the dependent variable which is organizational commitment are presented. The level of significance is set at $\alpha = 0.05$. Years of participation are significant factors

Table 1.3 Status of Organizational Commitment

Indicators/ Items	Mean	SD	Description
Affective Commitment			
1. Feeling very happy to spend the rest of my career in this organization	4.19	.92	High
2. Feeling as if this organization's problems are my own.	3.84	.96	High
3. Feeling like I am not part of the family at this organization.	3.17	1.38	Moderate
4. Feeling like I am not emotionally attached to this organization	3.20	1.35	Moderate
5. Feeling that this organization has a great deal of personal meaning for me	4.08	.98	High
6. Feeling that I do not have a strong sense of belonging to this organization.	3.18	1.39	Moderate
Category Mean	**3.61**	**.88**	**High**
Continuance Commitment			
7. Leaving my job right now even if I wanted to would be very hard for me.	4.18	.87	High
8. Leaving my organization would disrupt too much of my life.	3.85	.95	High
9. Staying with my job at this organization right now, is a matter of necessity as much as desire.	4.04	.90	High
10. Believing that I have too few options to consider leaving this organization	3.78	1.02	High
11. Leaving my job at this organization would be the scarcity of available alternative elsewhere.	3.75	.97	High
12. Continuing to work for this organization is that leaving would require considerable personal sacrifice	3.84	.97	High
Category Mean	**3.91**	**.76**	**High**
Normative Commitment			
13. Feeling that I do not have any obligation to remain with my organization	3.36	1.32	High
14. Having a feeling that it would not be right to leave even if it were to my advantage.	3.82	.99	High

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

15. Feeling guilty if I left this organization now.	3.91	.98	High
16. Feeling that this organization deserves my loyalty.	4.14	.89	High
17. Having the feeling that I would not leave my organization right now because of my sense of obligation to it	4.07	.89	High
18. Owing a great deal to this organization.	4.20	.92	Very High
Category Mean	**3.92**	**.76**	**High**
Overall Mean	**3.81**	**.70**	**High**

motivating students to participate in sports. Students who have participated in sports for 5 years or more and 4 to 5 years have a probability that is 4.147 and 4.583 times higher than those who have participated for 3 to 4 years and 2 to 3 years, respectively.

The standardized beta coefficient of caring school leadership is .102, with t-statistics of 1.224, and p-value of .003. This indicates that in individual capacity, caring school leadership significantly influence organizational commitment. Thus, for every unit increase in the caring school leadership, there is a corresponding increase of .102 units in the organizational commitment. The standardized beta coefficient of empowerment is .417, with t-statistics of 4.256, and p-value of .000. This indicates that in individual capacity, empowerment significantly influence organizational commitment. Thus, for every unit increase in the empowerment, there is a corresponding increase of .417 units in the organizational commitment.

Meanwhile, the R-square value is reported at .073 indicating 7.3 variability of organizational commitment can be explained by the predictor: caring school leadership and empowerment. Relatively, 2.7 variation in the organizational commitment can be attributed to other factors or independent variables that are not included in this study.

Table 2 Significance of the Influence of Caring School Leadership and Empowerment on Organizational Commitment

Organizational Commitment	**Standardized Coefficients Beta**	**T**	**P-value**	**Remarks**
Caring School Leadership	.102	1.224	.003	Significant
Empowerment	.417	4.256	.000	Significant

Note: R=.271, R-square=.073, F= 13.641, p<.05

Qualitative Results

The profile of the 17 participants in the qualitative strand is shown in Table 3.1. There are 10 participants for IDI and seven participants for FGD. They are teachers purposively chosen from public secondary schools. The researcher chose them to get the necessary salient information for the qualitative strand. Moreover, the participants of IDI were coded from IDI1 to IDI10. FGD participants were also coded from FGD1 to FGD7 respectively. They come from different divisions of the Davao Region: In IDI, 1 participant from Davao Occidental, Davao del Sur, Digos City, Davao City, IGACOS, Davao de Oro, Mati City and Panabo City. While 2 participants from Tagum City, and 7 FGD participants from Davao Oriental. The said participants were 4 males and 13 females, with ages ranging from 30, as the youngest to 57, as the oldest.

Lived Experiences of Participants as regards Organizational Commitment

The lived experiences of the teachers in public secondary schools regarding organizational commitment is shown in Table 3.2. In the in-depth interview (IDI) and focus group discussion (FGD), there are themes

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

emerging from the participants' experiences: dedication to teaching and student development, commitment to organizational excellence through collaboration and fulfillment, building positive relationships, and adherence to rules and responsibilities.

Dedication to Teaching and Student Development. In the interview with the participants, we go into their lived experiences regarding organizational commitment. They revealed that they have dedication to teaching and student development. In teaching profession, teachers demonstrate diligence and dedication as regards their duties and responsibilities, viewing teaching as their passionate calling. Also, teachers exhibit a strong commitment to teaching and student development by utilizing their experience to motivate students and remaining steadfast in overcoming challenges for their benefit throughout their careers.

Participants' statements are as follows:

Having a strong sense of commitment has guided me. Teaching isn't just a profession to me; it's a calling, one that fills me with a profound passion. I've always seen each lesson as a chance to ignite curiosity and build understanding. **(IDI 3)**

Years of experience have only deepened my commitment to positively shape my students' growth. Facing each challenges with dedication, I'm determined to continue my journey as an educator. **(IDI 5)**

Table 3.1 Profile of the Participants

Participant Code	Sex	Age	Division
IDI 1	F	32	Davao Occidental
IDI 2	F	41	Davao Del Sur
IDI 3	F	53	Digos City
IDI 4	F	49	Davao City
IDI 5	F	42	IGACOS
IDI 6	F	43	Panabo City
IDI 7	M	56	Tagum City
IDI 8	F	57	Tagum City
IDI 9	M	47	Davao de Oro
IDI 10	F	43	Mati City
FGD 1	F	30	Davao Oriental
FGD 2	F	53	Davao Oriental
FGD 3	M	38	Davao Oriental
FGD 4	M	40	Davao Oriental
FGD 5	F	48	Davao Oriental
FGD 6	F	42	Davao Oriental
FGD 7	F	35	Davao Oriental

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

Commitment to Organizational Excellence through Collaboration and Fulfillment. This is one of the essential themes that emerged from the responses of the participants of this study. Teachers experience a deep sense of commitment to organizational excellence by working collaboratively and finding satisfaction in enhancing student performance. They are devoted to achieving both career and school objectives within a supportive and positive work environment.

Participants' statements were:

I'm always motivated to be part of this institution, looking forward each day to work together with my fellow teachers not just for my benefit, but also to our students. My goal is to contribute to the school's growth, helping it reach its objectives and perform at its best. **(IDI 6)**

My experience in the organization has always been about finding a balance between passion for my work and the goals of the organization. **(FGD 4)**

Through this journey, I've gained valuable insight and a deep sense of resilience. Each experience has taught me how to lead students toward a brighter path. I now feel equipped to help them grow and make a positive difference in their lives. **(FGD 2)**

Building Positive Relationships. One of the key themes that emerged from the participants' responses is the importance of building positive relationships within the school environment. Teachers highlighted the value of fostering collaboration, which allows them to work effectively as a team toward shared goals. By promoting mutual encouragement and empathy, they create an atmosphere where everyone feels supported and valued. This dynamic not only strengthens interpersonal bonds but also enhances collective resilience, ensuring a positive and productive work environment for all.

Participants stated that:

Building positive relationships with my co-teachers has shown me just how vital teamwork and collaboration are in our work. By offering support to my colleagues, even when faced with challenges, maintain our good relation and demonstrate flexibility and commitment. **(FGD 2)**

As a secondary Science teacher, I have a good relationship with my co-teachers and in terms of work I am very diligent to accomplish whatever task is given to me to perform. **(IDI 1)**

I am satisfied with the way our school head manages the school, same with the good relationship I have with my colleagues. Though I am having hard time sometimes in dealing with my learners, but I can face it because I am committed to do my job well and good. **(IDI 10)**

Being part of a supportive school community has been very rewarding. The opportunities for progress and development I've come upon have only deepened my commitment. **(FGD 6)**

Adherence to Rules and Regulations. The participants give emphasis on adherence to rules and regulations. Teachers' commitment to both institutional and ethical responsibilities within the school context. This would include punctuality and compliance with policies, but also emphasize that adherence for many teachers reflects a broader dedication to student success and school improvement. By recognizing both strict adherence and the ethical dimensions of teachers' roles, the study could present a more comprehensive understanding of what adherence means in practice.

Overall, a refined interpretation that captures both policy adherence and the commitment to educational responsibilities would offer a richer and more accurate representation of the teachers' experiences shared in the IDIs and FGDs.

Participants shared that:

I show my commitment by adhering to the rules and policies implemented by our school leader. Arriving on

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

time for classes and meetings demonstrates my reliability and respect for the school's schedule. **(IDI 8)**

By consistently fulfilling my duties and supporting the processes in place, I contribute to the smooth operation of our school and the success of our young learners. **(IDI 3)**

Table 3.2 Lived experiences of the Participants as regard Organizational Commitment

Essential Themes	**Core Ideas**
Dedication to teaching and student development	Completing tasks with diligence and dedication reflects a strong commitment to the teaching profession.
	Viewing teaching as a calling shows passion and dedication to shaping students' minds.
	Using experience to influence students positively highlights the impact of years of teaching on student development.
	Staying committed to the teaching profession demonstrates a willingness to retire as a dedicated educator.
	Addressing student challenges with commitment ensures a focus on overcoming difficulties in teaching for the students' benefit.
Commitment to Organizational Excellence through Collaboration and Fulfillment	Contributing to student performance and school success shows a commitment to enhancing organizational goals.
	Supporting collaboration and continuous organizational growth reflects an eagerness to work for the benefit of everyone involved
	Finding fulfillment in teaching through organizational stability underscores satisfaction with strong leadership and a positive work environment.
	Committing wholeheartedly to the teaching career shows a dedication to fulfilling career goals and cooperating with leadership.
	Enhancing the school's performance through collaboration demonstrates a commitment to achieving organizational objectives.
Building positive relationshis	Fostering positive relationships with co-teachers reflects the importance of strong teamwork and collaboration.
	Providing assistance to fellow teachers shows a supportive attitude toward colleagues
	Collaborating effectively with colleagues highlights the role of cooperation in achieving educational goals.
	Building strong collegial relationships emphasizes the value of mutual support and teamwork
	Maintaining good relations with colleagues despite challenges shows resilience and commitment to a positive work environment.
Adherence to Rules and	Demonstrating commitment by following the rules and policies established by the school head
	Arriving on time for classes and meetings, underscoring reliability and respect for the school's schedule.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

Responsibilities	Adhering to assigned duties and responsibilities, including those related to teaching and guiding young learners
	Maintaining consistent behavior and performance in alignment with the expectations set by the school leadership.
	Supporting and upholding the procedures and practices put in place to ensure the smooth functioning of the school.

Role of Experiences in Shaping the Beliefs of the Participants

The role of experiences in shaping the beliefs of the participants is presented in Table 4.1. These experiences help teachers in public secondary schools mold their beliefs toward organizational commitment. Furthermore, the beliefs of the participants were created into three themes: being encouraged to grow and innovate, being teamwork-driven, collaborative, and positive, and consistency and reliability in leadership.

Being Encouraged to Grow and Innovate. This essential theme is formed from the responses of participants, which emphasized that teachers are motivated to develop and innovate through the school head's supportive leadership that provides resources, direction, and constructive feedback. Also, it strengthens teachers' dedication to both professional growth and personal advancement.

Participants shared that:

My school head has a nurturing approach which provides us teachers with the resources and guidance we need for our professional growth. This supportive atmosphere inspires us to innovate and embrace new ideas while reinforcing our commitment to the school's mission. **(IDI 4)**

I experienced being provided with opportunities for feedback and self-reflection by my school head. I felt encouraged to improve and stay dedicated for my personal development and for the school's attainment of goals and objectives. **(FGD 7)**

My school head's encouragement and motivation reinforce my belief in their role in raising a committed teaching staff. **(IDI 9)**

*Being Teamwork-driven, Collaborative, and Positive***.** The participants expressed the importance of being teamwork-driven, collaborative, and positive. This highlights that the school head's collaborative and team-focused leadership nurtures a positive environment. This boosts organizational performance, improves results, and raises teacher satisfaction.

Participants shared thoughts:

In my experience, my school head has strongly influenced my beliefs through her unwavering efforts to provide the best for our school. I've witnessed her dedication and her emphasis on teamwork and collaboration that truly affirms my reliance in her caring and inclusive leadership style. **(IDI 6)**

Thanks to my school head's effective management, our environment is both well-organized and supportive. This allows us teachers to concentrate on what we do best. **(FGD 6)**

The strong relationships I have with my colleagues because of the support of our school head give a collaborative and motivating atmosphere for us to do our teaching job well. **(IDI 10)**

Consistency and Reliability in Leadership. This is an essential theme that shaped the beliefs of the participants, wherein teachers believe that the school head's steady and dependable leadership boosts their confidence, cultivates trust, and reinforces their commitment to the organization. This has a positive effect on the school's environment and overall performance.

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

Role of experiences in shaping the beliefs of the participants toward organizational commitment

Essential Themes	Core Ideas
Being encouraged to grow and innovate	The school head's caring approach supports teachers' professional growth with resources and guidance
	The supportive environment encourages teachers to innovate and explore new ideas.
	Encouragement from the school head boosts teachers' commitment to their roles and the school's mission.
	Feedback opportunities help teachers reflect and improve, fostering enthusiasm for self-improvement.
	Support from the school head enhances teachers' dedication to the school's objectives and personal growth.
Being teamwork-driven, collaborative, and Positive	The school head's emphasis on teamwork highlights their caring and inclusive leadership style.
	Efforts to create a collaborative environment benefit both students and teachers, leading to improved outcomes.
	By prioritizing the well-being of all members, the school head supports a positive school environment.
	Consistent focus on teamwork and school betterment contributes to overall school improvement.
	The collaborative approach enhances organizational performance and increases teacher satisfaction.
Consistency and Reliability in Leadership	Consistent support from the school head builds teachers' confidence in their leadership.
	An empathetic approach to addressing concerns fosters strong belief in the school head's compassionate leadership.
	Reliability in leadership helps establish trust among teachers and staff.
	Consistency in leadership enhances overall organizational commitment.
	Reliable and supportive leadership positively affects the school environment and performance.

Participants shared that:

I appreciate my school leader's genuine care and I can feel his warmth and connection. This builds trust in my heart and gives me the confidence to stay committed. Together, we're inspired to work toward our own good and the welfare of our learners. **(FGD 3)**

Table 4.2 Role of experiences in shaping the attitudes of the participants toward organizational commitment

Essential Themes	Core Ideas
Becoming Open and	Open communication clarifies decisions and policies, building trust in leadership.
	Supportive communication enhances mutual respect between the school head and teachers
	Open dialogue invites feedback and addresses concerns, supporting professional growth

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

Trusting	Feeling heard boosts teachers' engagement and commitment to their roles
	Consistent communication and support strengthen teachers' confidence in leadership
Becoming Driven and Persevering	Supportive leadership boosts teachers' motivation to exceed expectations.
	Encouragement strengthens teachers' dedication and work ethic
	Support helps teachers stay resilient and persevere through difficulties
	Clear guidance aligns teachers' goals with school expectations
	A supportive environment maintains teachers' continuous effort and achievement.

Joint Display of the Salient Qualitative and Quantitative Findings

Table 5 shows the findings of the salient qualitative and quantitative of the caring school leadership, empowerment and organizational commitment of the teachers in public secondary schools in Region XI. The data shows the nature of the integration of qualitative and quantitative findings. The first column refers to the aspect of a focal point, the second column refers to the quantitative findings, the third column is to the qualitative findings, and the fourth and last column refers to the nature of integration. The similarities of the findings of the data in qualitative and quantitative were examined prior to the integration of the data. The nature of the integration of both qualitative and quantitative reveals merging –converging of data.

Table 5 Joint Display of the Salient Qualitative and Quantitative Findings

Aspect or Focal Point	**Quantitative Findings**	**Qualitative Findings**	**Nature of Integration**
Caring School Leadership	Table 1.1 on Caring School Leadership, under indicator, Management, on item, creating a positive change environment is rated very high at M=4.48, SD=.59	Table 3.2 on the Lived experiences, has core idea on the aspect of, **fostering positive relationships with co-teachers** reflects the importance of strong teamwork and collaboration, with the theme, Building positive relationships.	**Merging-Converging**
	Table 1.1 on Caring School Leadership, under indicator, Psychological, on item, understanding teachers' circumstances is rated very high at M=4.47, SD=.65	Table 3.2 on the Lived experiences, has core idea on the aspect of, completing tasks with diligence and dedication reflects a strong commitment to the teaching profession and **using experience to influence students positively** highlights the impact of years of teaching on student development, with the theme, Dedication to teaching and student development.	**Merging-Converging**
Empowerment	Table 1.2 on Empowerment, under indicator, Self-determination, on item, having considerable opportunity for independence and freedom in how I do my job at the high school is rated very high at	Table 3.2 on the Lived experiences, has core idea on the aspect of, **committing wholeheartedly to the teaching career** shows a dedication to fulfilling career goals and cooperating with leadership, with the theme, Commitment to organizational	**Merging-Converging**

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

	M=4.49, SD=.56	excellence through collaboration and fulfillment.	
Organizational Commitment	Table 1.3 on Organizational Commitment, under indicator, Affective commitment, on item, being very happy to spend the rest of my career in this organization is rated high at M=4.19, SD=.91	Table 4.1 on the Role of experiences in shaping the beliefs of the participants, has core idea on the aspect of, Support from the school head enhances teachers' dedication to the school's objectives and personal growth, with the theme, Being encouraged to grow and innovate.	**Merging-Converging**
	Table 1.3 on Organizational Commitment, under indicator, Normative commitment, on item, feeling guilty when leaving the organization now is rated high at M=3.91, SD=.98	Table 4.2 on the Role of experiences in shaping the attitudes of the participants, has core idea on the aspect of, A supportive environment maintains teachers' continuous effort and achievement, with the theme, Becoming driven and persevering.	**Merging-Converging**
Significance of the Influence of Caring School Leadership and Empowerment on Organizational Commitment	The standardized coefficients and p-values indicate that caring school leadership and empowerment significantly influenced organizational commitment, with R-square=.073, F= 13.641, p<.05	Caring school leadership, combined with relevant empowerment, can enhance the organizational commitment, resulting in more committed teachers.	**Merging-Converging**

DISCUSSION

The quantitative phase of the study revealed that caring school leadership was rated very high among public secondary school teachers in Region XI. This result indicates that school heads actively foster psychological, organizational, and managerial aspects that contribute to a nurturing environment. Teachers perceive their leaders as empathetic, organized, and supportive, which significantly enhances their morale and satisfaction. These findings highlight the crucial role of leadership styles in shaping a positive school climate.

The study also showed that teacher empowerment was rated very high, suggesting that teachers feel they are trusted and capable of contributing meaningfully to the school's goals. Empowerment dimensions, such as meaning, competence, self-determination, and impact, were effectively incorporated into school leadership strategies. This outcome suggests that empowered teachers are more likely to be innovative and engaged in their roles. It also emphasizes that empowerment is a key driver of teacher motivation and commitment.

Organizational commitment, encompassing affective, continuance, and normative commitment, was rated high by the respondents. This indicates that teachers generally feel emotionally connected to their schools, find practical reasons to stay, and adhere to moral obligations. Strong organizational commitment enhances teacher performance, reduces turnover, and fosters a culture of dedication. These findings align with existing literature suggesting that committed teachers contribute significantly to school success.

The regression analysis revealed that both caring school leadership and empowerment significantly influence organizational commitment. The combined impact underscores the importance of integrating compassionate leadership and empowerment strategies into school management practices. This result confirms that leadership approaches and teacher autonomy are pivotal in fostering loyalty and engagement. Quantitative findings provide statistical evidence that leadership and empowerment directly contribute to improving school

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

effectiveness.

The qualitative findings highlighted teachers' dedication to teaching and student development as a recurring theme in their organizational commitment. Participants expressed their willingness to go beyond routine tasks to ensure students' success, which reflects their sense of purpose. They linked this dedication to the supportive environment fostered by their leaders. This emphasizes the emotional and relational aspects of teacher commitment, which are often overlooked in quantitative assessments.

Another significant theme was commitment to organizational excellence through collaboration and fulfillment. Teachers described how teamwork and shared responsibilities enhance their sense of belonging and drive their professional growth. They credited their leaders for creating collaborative environments that encouraged them to contribute ideas and initiatives. This underscores the importance of shared leadership in nurturing commitment.

Teachers also emphasized the importance of building positive relationships within the school community. They reported that trust and mutual respect among colleagues and between leaders and staff were critical in fostering a sense of unity and support. These relational dynamics not only improved morale but also reinforced their commitment to organizational goals. This finding highlights the need for relational strategies in school leadership practices.

Themes related to adherence to rules and responsibilities emerged, showing that teachers value clear expectations and accountability. Teachers appreciated leaders who ensured that rules were applied fairly, as this reinforced a sense of security and justice within the organization. This fair and consistent enforcement of policies encouraged teachers to reciprocate through greater commitment. It demonstrates the balance between autonomy and structured guidance in effective school leadership.

The qualitative themes of dedication, collaboration, and positive relationships align closely with the quantitative findings of high caring leadership and empowerment scores. Both data sets demonstrate that leadership practices addressing emotional and relational needs significantly enhance organizational commitment. The lived experiences of teachers provided context to the numerical ratings, offering a deeper understanding of how leadership and empowerment translate into action. These findings confirm that quantitative and qualitative data complement each other, strengthening the study's conclusions.

Together, the results suggest that school leaders can enhance organizational commitment by combining caring leadership with teacher empowerment. While quantitative results quantify the influence of these factors, qualitative insights highlight their practical implications. The study demonstrates that leadership styles emphasizing care, trust, and empowerment cultivate a professional culture of loyalty and dedication. This holistic approach provides actionable insights for educational policymakers and school administrators aiming to improve teacher retention and organizational performance.

Implication for Educational Practice

The findings of this study emphasize the importance of fostering caring leadership and teacher empowerment to enhance organizational commitment among teachers. School leaders who prioritize empathy, trust, and collaboration create environments where teachers feel valued and supported, leading to greater dedication and effectiveness in their roles. By implementing leadership training programs and policies that promote empowerment, educational institutions can improve teacher morale, reduce turnover, and enhance the overall quality of education, particularly in public secondary schools.

Contextually, in the Philippine educational setting, addressing challenges such as high workloads and limited resources can be mitigated by empowering teachers to take ownership of their professional growth and decision-making. The integration of caring leadership and empowerment practices supports the development of resilient, motivated teaching staff who are more likely to remain committed despite systemic challenges. These strategies are vital for promoting a culture of excellence and collaboration, ensuring that schools can

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

meet their goals of delivering quality education and fostering a positive learning environment for students.

CONCLUSIONS

Based on the findings of this study, the following conclusions were established. his study concludes that caring school leadership and teacher empowerment play pivotal roles in fostering organizational commitment among public secondary school teachers. Quantitative results revealed that both caring leadership and empowerment were rated very high, while organizational commitment was rated high, indicating strong alignment between leadership practices and teacher engagement. Regression analysis confirmed that caring leadership and empowerment significantly influenced organizational commitment, highlighting their combined impact on enhancing teacher retention and performance. The study's qualitative findings further contextualized these results, revealing that teachers valued dedication to student development, collaboration, and positive relationships as key elements of their commitment. Teachers emphasized that trust, empathy, and fairness in leadership practices reinforced their sense of belonging and loyalty to their schools. The integration of qualitative and quantitative findings demonstrated that these leadership practices meet both the emotional and practical needs of teachers, creating a holistic framework for professional growth and satisfaction.

Moreover, the study affirmed that clear accountability structures and shared responsibilities strengthened teachers' adherence to organizational goals. Empowerment, characterized by dimensions of meaning, competence, self-determination, and impact, emerged as a critical factor in motivating teachers to take ownership of their roles. Teachers who felt supported and trusted by their leaders exhibited greater enthusiasm and willingness to innovate. These findings underscore the importance of fostering a culture of collaboration and empowerment within schools, particularly in addressing challenges unique to the Philippine educational context. The results suggest that leadership practices that prioritize care and empowerment can mitigate systemic challenges such as high workloads and limited resources. By addressing both the relational and structural needs of teachers, schools can cultivate a committed, resilient teaching workforce. This study offers valuable insights for educational policymakers and school administrators, emphasizing the need for leadership strategies that are both compassionate and empowering. Implementing these strategies can lead to improved teacher retention, enhanced job satisfaction, and better educational outcomes. Ultimately, this study reinforces the critical role of effective leadership in achieving school success and maintaining a high standard of education. The results serve as a foundation for future research and policy formulation aimed at sustaining teacher engagement and organizational excellence.

REFERENCES

1. Bacher-Pelz, S., Bassler, A., & Unterbruner, M. (2019). Workload, commitment and well-being among secondary school teachers: An international comparison. Education Policy Analysis Archives, 27(82), 1-32
2. Baloran, Erick and Hernan, Jenny Tabar (2020). Crisis Self-Efficacy and Work Commitment of Education Workers among Public Schools. University of Mindanao – Bansalan College, Bansalan, Davao del Sur, Philippines. www.preprints.org.
3. Barendsen, E., & Jansen, E. P. (2018). Teachers' professional development: A matrix of theory and practice. European Journal of Teacher Education, 41(2), 231-248.
4. Barth, R. (1991). Improving schools from within. San Francisco: Jossey-Bass
5. Barrett, L. F. (2017). How emotions are made. The secret life of the brain. Boston, MA : Houghton Mifflin Harcourt
6. Becker, T. E. (2016). *Multiple foci of workplace commitments*. In J. P. Meyer (Ed.), Handbook of employee commitment (pp. 43-58). Cheltenham, England: Edward Elgar.
7. Cabigao, Joey R. (2019). Teachers' Organizational Commitment and Its Correlation on Instructional Competence. Instabright E-Gazette ISSN: 2704-3010 Volume I, Issue II November 2019.
8. Carandang, R. F. (2015). Analyzing the Factors for Frequent Absenteeism of Public School Teachers in the Philippines. International Journal of Advanced Research in Social Sciences, 4(8), 567-578.
9. Creswell, J. W., & Creswell, J. D. (2018). *Research design* (5th ed.). SAGE Publications.
10. Darling-Hammond, L. (2017). Reclaiming our future: Rebuilding America's public schools. Harvard

ISSN No. 2321-2705 | DOI: 10.51244/IJRSI |Volume XI Issue XII December 2024

University Press.
11. Darling-Hammond, L., & Sykes, C. (2019). A broken contract: The state of America's teacher shortage. Harvard University Press
12. De Cooman, R. (2017). Transformational leadership as a mediator of the relationship between leader caring and follower work engagement. *Journal of Advanced Nursing*, *73*(4), 905-917.
13. Ebuenga-Amora, M. (2020). Teachers' Organizational Commitment, Teaching Efficacy Belief And Level Of Performance In Relation To Their Pupils'attitudes Towards Mathematics.
14. Education International (2021). Education International Eighth Global Survey on the Working Conditions of Teachers: Preliminary Findings. https://eric.ed.gov/?id=EJ1299272
15. Esfahani, A. N., Ghasemi, R. A., & Tabrizi, A.T. (2014). The relationship between management credibility and affective commitment in consultant engineering firms: Evidence from Iranian organizations. *Procedia - Social and Behavioral Sciences*, 143, 947-952.
16. Guskey, T. R. (2018). Professional development in education: Evidence-based strategies for improving practice (5th ed.). SAGE Publications
17. Hussen, A. A., Tegegn, A. A., & Teshome, T. Z. (2016). Teachers professional commitment towards students learning, their profession and the community in Eastern Ethiopian secondary schools. *Journal of Teacher Education and Educators*, *5*(3), 289-314. Retrieved from http://jtee.org/document/issue11/
18. IBON Philippines (2019). Teacher-researchers under the DOST-SEAMEO Southeast Asian Ministers of Education Organization - Regional Center for Educational Innovation and Technology
19. International Labour Organization. (2021). Global report on teachers: Towards a more resilient
20. National Education Association. (2022). Survey of teachers' concerns on working conditions, students, and more. NEA.
21. Ng, T. W. H., & Feldman, D. C. (2019). "Organizational commitment and job performance: Meta-analysis and review." *Journal of Vocational Behavior*, 114, 103-118.
22. Rimm-Kaufman, S. E., Baroody, A. E., Larsen, R. A. A., Curby, T. W., & Abry, T. (2015). To what extent do teacher–student interaction quality and student gender contribute to fifth graders' engagement in mathematics learning? *Journal of Educational Psychology, 107*(1), 170–185. https://doi.org/10.1037/a0037252
23. Schleicher, A. (2017). World-class quality: How educators in high-performing systems come together to improve teaching and learning. OECD Publishing
24. Spreitzer, G. M. (1995). Psychological Empowerment in the Workplace: Dimensions, Measurement, and Validation. Academy of Management Journal, 38, 1442-1465. http://dx.doi.org/10.2307/256865
25. Tschannen-Moran, M., & Gareis, C. R. (2015). Principals' Sense of Efficacy: Assessing a Multidimensional Construct. In T. L. Good & C. J. Brophy (Eds.), Looking In Classrooms (11th ed., pp. 309-334). Routledge.
26. Vandenberghe, C., & Tremblay, M. (2020). "The impact of organizational commitment on job performance: A systematic review and meta-analysis." *International Journal of Management Reviews*, 22(2), 189-209.
27. Van der Vyver, Philip C van der Westhuizen and L.W. Meyer, (2014). The Caring School Leadership Questionnaire (CSLQ), School for Education studies, North-West University, Potchefstroom Campus, South Africa cp.vandervyver@nwu.ac.za.
28. Walls, J., Ryu, J., & Johnson, J. (2017). A culture of caring and engagement. The charter school principal: Nuanced descriptions of leadership, 29–47.
29. Wang, J., Keil, M., Oh, L.-B., & Shen, Y. (2017). Impacts of organizational commitment, interpersonal closeness, and Confucian ethics on willingness to report bad news in software projects. *J. Syst. Softw., 125*, 220–233. Retrieved from http://doi: 10.