

Influence of School Principals' Instructional Leadership Practices on Teachers' Organizational Commitment

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Abstract: *Instructional leadership entails developing teachers' capabilities and paying attention to administrative things such as budgeting, building maintenance, and school nutritional programs. This degree of administrative support allows principals to concentrate their energy and time on academic functioning. The primary objective of the researcher was to analyze the influence of school principals' instructional leadership practices on teachers' organizational commitment. The respondents of this study consisted of 184 teachers in District 2 Tondo Manila in the Schools Division of Manila during the school year 2021-2022. This study utilized the quantitative descriptive-correlational method of research. The level of instructional leadership of the principals was generally to be of a great extent. In contrast, the level of teachers' organizational commitment in terms of normative commitment was revealed as highly committed - indicative of the teachers' capabilities to bring out the desired outcomes of the school as an organization and commitment to engagement and learning process. Instructional leadership practices do not exert a significant combined influence on teachers' organizational commitment, but the Beta values show that there is still a relationship between the two variables.*

Keywords— instructional leadership practices; organizational commitment; descriptive correlational study

1. INTRODUCTION

Effective school instructional leadership is critical to enhancing teaching quality and student achievement. Research emphasizes that school leaders must possess core knowledge of instructional strategies, classroom management, and content pedagogy to positively impact students' lives [1][2]. Regular professional development for teachers is vital in fostering leadership within schools, as it enables teachers to assume leadership roles, improving both teaching and student outcomes [3].

Effective instructional leadership involves not only developing teachers' capabilities but also managing administrative tasks such as budgeting and maintenance, thereby allowing principals to focus on academic improvement [4][5]. Various instructional leadership models have emerged, highlighting the importance of defining school goals, managing instructional programs, and promoting a positive learning environment, all of which contribute to improving teaching and learning [6].

Despite the significant role of school leadership, gaps remain in understanding how instructional leadership practices impact organizational commitment among teachers, particularly in public schools. In the Schools Division of Manila, school heads are burdened with managerial tasks, while teachers take on significant reporting responsibilities.

This study aims to fill the gap by evaluating the instructional leadership practices of school heads and their influence on the organizational commitment of teachers. It seeks to demonstrate how instructional leadership practices

can strengthen the relationship between school leaders and teachers, ultimately improving school performance and the learning environment [7]. The findings will provide valuable insights for school principals and teachers, helping to enhance their leadership practices and foster a more effective educational environment.

2. REVIEW OF RELATED LITERATURE AND STUDIES

2.1 School Principals' Instructional Leadership Practices

An author [8] outlined an instructional leadership model with five essential domains, emphasizing the importance of school leaders in defining the school's mission, promoting a positive learning climate, and developing school goals in collaboration with staff. An instructional leader is expected to be skilled in pedagogy and provide supervision to enhance teachers' instructional performance and school outcomes [9][10]. Curriculum implementation, which involves establishing change, communicating curriculum objectives, and ensuring adequate resources, is a crucial responsibility of instructional leaders [11][12]. Furthermore, an effective instructional leader must also supervise, evaluate, and provide guidance to teachers, using student performance data to set academic goals, enforce high standards, and promote a positive classroom environment [13]. The process of decentralizing authority to local schools and empowering school leaders and stakeholders has also proven effective in fostering school accountability, quality, and efficiency [14][15].

Instructional leadership extends beyond merely managing instructional practices; it involves fostering professional development, maintaining visibility, protecting instructional time, and offering incentives to teachers. School principals are

expected to play an active role in supervising and mentoring teachers through regular classroom observations, providing feedback, and promoting teachers' professional growth [16][17]. As part of their responsibilities, instructional leaders are also tasked with organizing programs for teachers' professional development, ensuring they apply effective pedagogical practices, and improving student outcomes. Instructional supervision, which involves mentoring teachers and monitoring their performance, plays a crucial role in improving school effectiveness and fostering a collaborative, supportive environment for both teachers and students [18][19]. This comprehensive approach to instructional leadership ensures schools remain adaptable and focused on continuous improvement, ultimately benefiting the overall educational experience for both teachers and students.

2.2 Teachers' Organizational Commitment

Organizational commitment in schools refers to the mutual trust and relationship between teachers and the school, influencing their satisfaction and decision to stay or leave after years of service. This commitment is measured by three indicators: affective commitment, continuance commitment, and normative commitment. Affective commitment involves teachers' emotional attachment to the school, while continuance commitment is driven by the perceived costs of leaving, and normative commitment is based on teachers' sense of duty to stay with the organization. Research consistently shows a positive relationship between school leadership, instructional leadership practices, and organizational commitment [20][21]. Principals who promote distributed leadership, involve teachers in decision-making, and empower teacher leaders foster a strong sense of commitment within their staff [22][23]. These practices enhance teacher motivation, engagement, and organizational loyalty, ultimately improving school effectiveness and accountability.

The study of instructional leadership and its effects on teachers' organizational commitment has been explored through various leadership models and frameworks. Distributed leadership, which encourages shared decision-making and empowerment, has been shown to positively influence teachers' commitment [24][25]. Empowering teachers and involving them in decision-making, such as through School-Based Management (SBM), fosters greater organizational commitment, enhances job satisfaction, and leads to better educational outcomes [26][27]. Moreover, instructional leadership practices that prioritize teacher involvement in decision-making, quality curriculum implementation, and effective communication are linked to higher levels of organizational commitment and satisfaction among teachers [28][29]. This research highlights the importance of school leadership in creating an environment that nurtures teacher commitment, which is essential for driving educational reform and improving student outcomes.

3. STATEMENT OF THE PROBLEM

The main problem of this study is, "How may the influence of school principals' instructional leadership practices on teachers' organizational commitment be analyzed?"

Specifically, the researcher sought answers to the following questions:

1. How may the school principals' instructional leadership practices in terms of the following parameters:
 - 1.1. framing the school goals;
 - 1.2. communicating the school goals;
 - 1.3. supervising and evaluating instructions;
 - 1.4. coordinating the curriculum;
 - 1.5. monitoring student's progress;
 - 1.6. protecting instructional time;
 - 1.7. maintaining high visibility;
 - 1.8. providing incentives for teachers;
 - 1.9. promote professional development, and
 - 1.10. provide incentives for learning?
2. What is level of teachers' organizational commitment?
 - 2.1. affective commitment;
 - 2.2. continuance commitment, and
 - 2.3. normative commitment?
3. Does the school principals' instructional leadership practices significantly influence teachers' organizational commitment?
4. What intervention program may be proposed based on the results of the study?

4. METHODOLOGY

This study utilized the descriptive-correlational method of research since this method is concerned with the description of the independent and dependent variables. A correlational research design collects data to determine whether and to what extent a relationship exists between two or more variables. Specifically, this study aimed to determine the influence of school principals' instructional leadership on teachers' organizational commitment [30].

Quantitative research is the process of collecting and analyzing numerical data. It can find patterns and averages, make predictions, test causal relationships, and generalize results to broader populations. Quantitative research systematically investigates phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Quantitative research collects information using online surveys, online polls, and questionnaires.

4.1. Respondents and Setting of the Study

The respondents of the study involved 10 school principals and 184 out of 560 teachers from District 2 Tondo Division of Manila during the school year 2021-2022.

The teacher-respondents included (inclusion criteria) teachers with at least three years of service, assigned in

District 2 Tondo, Division of Manila, obtained an outstanding performance rating and very satisfactory rating for three consecutive years. Meanwhile, the study excluded (exclusion criteria) teachers who are below three years in the service as teachers, assigned to schools in other divisions, who have satisfactory ratings from any school year of the last three years and those with pending administrative and criminal cases. For confidentiality purposes, the researcher chose to indicate codes instead of the names of the schools in the Division of Manila.

4.2. Instrumentation and Validation

The researcher used the Principal Instructional Management Rating Scale (PIMRS) developed by an author [31] to gather the necessary information for this study.

The PIMRS assessed school principals' instructional leadership behaviors through a 50-item survey containing three dimensions of instructional leadership: defining the school's mission, managing the instructional program, and promoting a positive school learning climate.

These dimensions were further delineated into ten instructional leadership job functions, each measured by behaviorally anchored items.

1. An extensive analysis of research on the role of the principal as an instructional manager. The research reviewed was based mainly on effective school research, in which students could succeed beyond what would be expected given their socioeconomic background. From this, eleven job functions were developed, reflecting the principal's areas of responsibility. Since the initial development of this instrument, the 11th job function—developing academic standards—was eventually dropped since most states have taken over this function due to NCLB. Next, expert opinions were derived from district-level administrators and school site principals to generate a list of critical job behaviors within each of the job functions.

The list created from the previous step was then supplemented with research findings by the author within each job function. This list of critical job-related behaviors, containing behavioral statements concerning the principals' role as instructional managers, was rewritten to describe discrete behaviors for use as questionnaire items.

Finally, each of the behavioral statements was adjusted grammatically so it would fit the following stem and response category of a —1 to —5 response scale: 1 representing —almost never; 2, —seldom; 3, —sometimes; 4, —frequently; and 5, —almost always.

Content validity was initially established by an author [32] through a panel of three principals and one vice principal who had yet to be involved in the procedures to generate the job behaviors. A minimum average agreement of 80% among the group was set. Each panel member was asked to assign each item to the category to which they belonged. If a panel member

felt any item did not fit in any categories, it was left unassigned. After the process was completed, the items were reviewed by another educational management expert. Selected items were discarded to decrease the number of items in specific categories. Concerning the reliability of the PIMRS, all ten subscales' alpha coefficients fell within a low of .78 to a high of .90 using Cronbach's internal consistency test, or homogeneity. The reliability of the PIMRS instrument as a whole was not measured since the individual subscales were developed to represent related but discrete job functions. The reliability coefficients of the ten subscales of the PIMRS were further tested using the data collected in this study. The alpha coefficients fell from a low of .56 to a high of .79.

Meanwhile, the Organizational Commitment Scale by [33] an author was also used to describe the teachers' organizational commitment. The Organizational Commitment Scale is an 18-item questionnaire consisting of three (3) parts, namely affective commitment, continuance commitment, and normative commitment, which sought to gather responses from the teachers. This questionnaire is also highly reliable, as shown by Cronbach's alpha of .85.

The first part is the affective commitment to measure the teachers' positive emotional attachment to the organization. The second part is the continuance commitment, which highlights the "need" component or the gains versus losses of working in an organization. Lastly, the third part is normative commitment, which determines when the individual commits to and remains with an organization because of feelings of obligation, the last component of organizational commitment.

4.3. Data Gathering Procedure

The questionnaire method was used to gather data. Each of the respondents was given a structured set of questions. In gathering the data, the researcher followed the following procedure: (1) A letter was sent to the Schools Division Superintendent of Manila to ask permission for the conduct of the proposed study; (2) Upon approval, the researcher visited each participating school to request permission from the school heads and distribute the questionnaire to the respondents through Google Forms.

Following the Data Privacy Act of 2012 [34], this study ensured that ethical standards set by the generic research ethics were followed. In so doing, the participants were informed about all the steps in this thesis. They were informed that the study was completely voluntary and would not affect their lives as principals and teachers and as persons, even their families, in any way. Hence, confidentiality was implemented, as no one sought the respondents' personal information. Lastly, the data collection material was kept and destroyed upon completion of the study.

4.4. Statistical Treatment of the Data

To analyze and interpret the data gathered, the following statistical measures were used: weighted mean and multiple regression analysis.

1. The data on school principals' instructional leadership were quantified using the following scale:

Range	Scale	Verbal Interpretation
5	4.50 - 5.00	Very Great Extent
4	3.50 - 4.49	Great Extent
3	2.50 - 3.4	Moderate Extent
2	1.50 - 2.49	Little Extent
1	1.00 - 1.49	No Extent

2. The data on teachers' organizational commitment was quantified using the following scale:

Range	Scale	Verbal Interpretation
5	4.50 - 5.00	Extremely Committed
4	3.50 - 4.49	Highly Committed
3	2.50 - 3.49	Moderately Committed
2	1.50 - 2.49	Committed
1	1.00 - 1.49	Not at all Committed

3. To determine the influence of school principals' instructional leadership practices on teachers' organizational commitment, multiple correlation and regression analysis was utilized.

4. RESULTS AND DISCUSSION

School Principals' Instructional Leadership Practices

Table 1. Instructional Leadership Practices

Parameter	Mean	Interpretation
Framing School Goals	4.23	Great Extent
Communicating School Goals	4.21	Great Extent
Supervising and Evaluating Instructions	4.06	Great Extent
Coordinating Curriculum	4.12	Great Extent
Monitoring Student's Progress	4.13	Great Extent
Protecting Instructional Time	4.14	Great Extent
Maintaining High Visibility	3.90	Great Extent
Providing Incentives for Teachers	4.15	Great Extent
Promoting Professional Development	4.26	Great Extent
Providing Incentives for Learning	4.19	Great Extent

The study analyzed the instructional leadership practices of school principals, focusing on various leadership functions. The findings from Table 1 highlight that principals were highly effective in framing and communicating school goals, with mean scores of 4.29 and 4.21, respectively. This demonstrated that principals were actively involved in setting clear, collaborative goals and ensuring these goals were communicated effectively within the school community. This aligns with the study by an author [35] which emphasized the importance of principals' involvement in goal setting to foster a focused educational direction.

In supervising and evaluating instruction, principals achieved a rating of 4.06, showing a solid commitment to overseeing classroom practices and providing constructive feedback to teachers. The study by an author [36] supports this, stressing that instructional leadership must include regular evaluations and feedback to maintain high standards in teaching.

Furthermore, coordinating the curriculum (4.12) and monitoring student progress (4.13) were highly rated, reflecting the principals' efforts in ensuring curriculum alignment with academic goals and using data to track student performance. These practices resonate with the fact that effective instructional leaders focus on continuous curriculum improvement and performance monitoring.

Protecting instructional time (4.14) and maintaining high visibility (3.90) were also significant leadership practices. Although maintaining visibility had a slightly lower score, it underscores the importance of principals maintaining visibility to strengthen relationships with teachers and students, contributing to a positive school environment.

Finally, providing incentives for teachers (4.15) and learning (4.19) were highly rated, showing that principals were successful in motivating teachers and students through recognition and rewards. These results are consistent with an author [37] who emphasized the role of principals in creating a motivating environment through rewards and recognition.

Teachers' Organizational Commitment

Table 2 assessed the level of teachers' organizational commitment across three dimensions: affective commitment, continuance commitment, and normative commitment.

Affective Commitment (3.73) indicated that teachers felt a strong emotional attachment to their school, showing a high degree of dedication to the organization's mission. This is supported by [38] who defined affective commitment as the "desire" to remain in an organization due to emotional attachment.

Continuance Commitment was moderate (3.71), reflecting that teachers stayed due to the perceived benefits of staying, such as job security, but not necessarily because of a strong emotional attachment. This aligns with [39], who described continuance commitment as the "need" to stay because of the costs of leaving.

Normative Commitment (4.71) was the highest level, suggesting that teachers felt a moral obligation to remain with the school. [40] describe normative commitment as the "ought to" commitment, where individuals stay because they feel a sense of duty or obligation.

Table 2. Organizational Commitment

Commitment Type	Mean	Interpretation
Affective Commitment	3.73	Highly Committed
Continuance Commitment	Moderate	Committed

Commitment Type	Mean	Interpretation
Normative Commitment	Moderate	Committed

Influence of Instructional Leadership on Teachers' Organizational Commitment

The regression analysis revealed a weak but positive relationship between principals' instructional leadership practices and teachers' organizational commitment. While no significant combined influence was found, individual leadership practices, such as framing and communicating goals, had some level of impact on commitment levels. This implies that enhancing specific leadership practices could potentially increase teachers' commitment to their roles and the organization, though the effects may be indirect.

The study suggests that principals' leadership has a moderate effect on organizational commitment, but more targeted interventions (e.g., increasing involvement in decision-making or providing more personalized feedback) could strengthen the relationship.

Proposed Intervention Program

Based on the findings, an intervention program focused on enhancing principals' leadership skills, particularly in providing more consistent feedback, engaging teachers in decision-making, and maintaining high visibility, could help boost teachers' organizational commitment. The program could include leadership training workshops, peer mentoring, and the development of more personalized approaches to professional development for teachers.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The level of principals' instructional leadership was to a great extent. A higher level of assessment was noted in areas such as framing and communicating the school goals, providing incentives for teachers, promoting professional development, and providing incentives for learners.
2. The level of teachers' organizational commitment in terms of normative commitment revealed high commitment - indicative of the teachers' capabilities to bring out the desired outcomes of the school as an organization and commitment to engagement and learning process.
3. Instructional leadership practices did not exert a significant combined influence on teachers' organizational commitment, but the Beta values showed that a relationship between the two variables. This implies that, at some level, the teachers' organizational commitment is also expected to increase as the instructional leadership practices increase.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are now offered:

1. School principals may continue to enhance their instructional leadership skills to a great extent. Further

enhancement on framing the school goals through administrative review of schools' vision and mission, communicate the school goals through campaigns and symposia, provide incentives for teachers from MOOE fund, promote professional development through LAC session, and provide incentives for learners through canteen funds are highly recommended.

2. Teachers may consider the continuous improvement of their organizational commitment in terms of affective commitment as part of their professional growth and development through dedication at work and passion in the workplace. They may conduct face-to-face seminars and training on work ethics and professionalism in a school management system.

3. School principals may hone and advance their instructional leadership abilities in terms of (1) framing school goals through strategic planning, (2) communicating the school goals through speakerships in the conduct LAC sessions, (3) providing incentives for teachers through giving of contingent rewards, (4) promoting professional development by encouraging his or her teachers about the importance of enrolling to graduate school, and (5) providing incentives for learners by giving of material rewards for their meritorious achievements for the school.

4. It appears imperative that closer attention and consideration be extended to improve and develop the school management system.

5. Future researchers may explore the type of leadership practiced by the school heads during learning recovery after the pandemic. They may also investigate its influence on organizational resilience.

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