

# School Heads Educational Leadership in Enhancing Proficient Teachers' Organizational Commitment and Teaching Effectiveness

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**Abstract**—This study aims to determine the relationship of Educational Leadership of School Heads to the organizational commitment and teaching effectiveness of proficient teachers. This study also answered the following including the level of School Heads Leadership Skills, level of School Heads Supervisory Skills, level of School Heads Interpersonal Skills, level of Organizational Commitment of Proficient Teachers, level of Teaching Effectiveness of Proficient Teachers, as well as the significant relationship between Educational Leadership of Schools Heads in terms of Leadership Skills to Organizational Commitment and Teaching Effectiveness, significant relationship between Educational Supervisory of Schools Heads in terms of Leadership Skills to Organizational Commitment and Teaching Effectiveness and Teaching Effectiveness and significant relationship between Educational Interpersonal of Schools Heads in terms of Leadership Skills to Organizational Commitment and Teaching Effectiveness. The study employed a descriptive-correlational research design, with three hundred forty (340) Junior High School Teachers in the Schools Division Office of San Pedro City as the respondents. Random Sampling technique was used in selecting the respondents of this study. Data were gathered through researcher-made questionnaires. The key findings reveal that, the level of School Heads Educational Leadership in terms of Leadership Skills, Supervisory Skills, and Interpersonal Skills were strongly agree in all indicators. Moreover, the level of organizational commitment among proficient teacher were also strongly agree among the respondents. Furthermore, the level of teaching effectiveness among proficient teacher were strongly agree among the respondents. A significant relationship was found between school heads educational leadership in terms of leadership skills, supervisory skills and interpersonal skills and organizational commitment and teaching effectiveness except for some indicators such as mastery of the subject matter, classroom management and adaptability and responsiveness. The study reveals a significant relationship between School Heads' Educational Leadership and both Organizational Commitment and Teaching Effectiveness. Specifically, the leadership skills of school heads are crucial for enhancing their ability to mobilize resources, manage conflicts, and implement change. Additionally, the supervisory skills of school heads positively influence teachers' organizational commitment, although classroom management does not significantly impact decision-making and planning. Furthermore, interpersonal skills of school heads also play a vital role in fostering teachers' commitment. However, factors like classroom management and adaptability do not correlate with these interpersonal skills. Based on these findings, it is recommended that school heads develop programs to improve teachers' effectiveness in classroom management and adaptability, and encourage teachers to participate in training and workshops to enhance their skills. Based on the drawn conclusions, it is recommended that School Heads may create programs that enhances teachers teaching

effectiveness in terms of classroom management and adaptability and responsiveness and teachers may attend different trainings, workshops and seminars that enhances their teaching effectiveness.

## I. INTRODUCTION

School leadership is important to develop teacher commitment and to enhance their effectiveness in teaching. School principals very much help to create a work atmosphere in which teachers not only are energized and committed but also can teach. Good leadership fosters trust, stimulates cooperation and attends to common goals, which are crucial if we are to approach the challenges faced by education today and succeed as institutions. Several leadership styles, particularly transformational and instructional leadership, have been found to directly influence teachers' motivation and job satisfaction and consequently, job performance (Bedonia & Andal, 2023). This leadership is crucial and significant in the generation of a positive organizational climate that promotes teachers working with the strength and support required to excel in their jobs.

In the context of education, the teaching quality was central to define the results learning, so the leadership becomes a crucial aspect to improve the organizational efficiency and to promote the professional engagement of teachers (Bedonia & Andal, 2023).

Assumed to be the link that connects employees to their institutions, Organizational commitment is essentially the psychological bond that the academicians feel with the work places. The available literature suggests that this commitment has a mediating role between the style of leadership adopted and the performance of the teaching staff. Teachers' organizational commitment: Evidence consistently points to the fact that school heads that are transformational or ones that use the collaborative –consultative style could raise teachers' organizational commitment in a way that would improve teaching quality and students' outcomes (Shohib et al., 2024).

Moreover, the teacher's professional development becomes evident with developing an organisational trust and engaging the teachers in the decision-making process that fosters a supportive culture in which the teachers are interested, dedicated and committed to their work. This convergence is likely to increase their productivity and job satisfaction, and this in turn will have a positive impact on the entire school (Zhao, 2023).

The study “School Heads’ Educational Leadership for Enhancing Proficient Teachers Organizational Commitment and Teaching Effectiveness” seeks to unravel the complicated issues surrounding the ‘vicious circles’ of leadership practices, teacher commitment and teaching effectiveness. The purpose is to examine how educational leaders might fine-tune their approach to developing a culture of commitment and professionalism and enhance the effectiveness of teaching. Through the use of lessons from current research, this article offers important knowledge about how leadership practices can address the new challenges in education, while at the same time supporting both teacher fulfillment and student learning.

*1.1 Statement of the Problem*

*Problem/s which were addressed by the research*

The primary aim of this study was to determine the relationship of educational leadership commitment of school heads in terms of leadership skills, supervisory skills, and interpersonal skills in enhancing organizational commitment and teaching effectiveness of proficient teachers in SDO- San Pedro City. This study sought answers particularly to the following questions:

1. What is the level of school heads’ leadership skills in terms of:
  - 1.1 identifying and mobilizing resources;
  - 1.2 initiating action;
  - 1.3 managing conflicts;
  - 1.4 setting appropriate standards; and
  - 1.5 managing change?
2. What is the level of school heads’ supervisory skills in terms of:
  - 2.1 decision-making;
  - 2.2 planning and organizing;
  - 2.3 promoting optimal performance; and
  - 2.4 promoting technical and professional knowledge?
3. What is the level of school heads’ interpersonal skills in terms of:
  - 3.1 effective communication;
  - 3.2 ability to build strong relationships;
  - 3.3 conflicts resolutions; and
  - 3.4 capacity to delegate?
4. What is the level of organizational commitment of proficient teachers in terms of:
  - 4.1 affective commitment;
  - 4.2 continuance commitment; and
  - 4.3 normative commitment?
5. What is the level of teaching effectiveness of proficient teachers in terms of:
  - 5.1 students’ engagement;
  - 5.2 instructional delivery;
  - 5.3 mastery of the subject matter;
  - 5.4 classroom management; and
  - 5.5 adaptability and responsiveness?
6. In terms of leadership abilities, is there a strong link between the educational leadership of school leaders and the organizational commitment and teaching competence of competent teachers?

7. Is there a strong link between the educational leadership of school heads in terms of supervisory abilities and the organizational dedication and teaching efficiency of skilled instructors?
8. Does a school head's educational leadership in terms of interpersonal skills have a meaningful impact on the commitment of skilled teachers to the organization and their teaching effectiveness?

II. METHODOLOGY

The study employed a descriptive-correlational research design, with three hundred forty (340) Junior High School Teachers in the Schools Division Office of San Pedro City as the respondents. Random Sampling technique was used in selecting the respondents of this study. Data were gathered through researcher-made questionnaires.

III. RESULTS AND DISCUSSION

This section outlines the various outcomes and analyzes the findings obtained from the data collected in this study. Subsequent tables and discussions delved deeper into understanding the correlation between the School Heads Educational Leadership in enhancing Proficient Teachers Organizational Commitment and Teaching Effectiveness.

*Level of School Heads Leadership Skills*

The following data answers the statement of the problem one (1) level of School Heads Leadership Skills in terms of identifying and mobilizing resources, initiating action, managing conflicts, setting appropriate standards and managing change.

It also shows the statements, mean, standard deviation, and remarks. The mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as always, often, sometimes, seldom, and never.

*Level of School Heads Leadership Skills in terms of Identifying and Mobilizing Resources*

The data presented in Table 1 reflects the leadership skills of school heads in terms of identifying and mobilizing resources, with a focus on the highest and lowest mean values of the statements evaluated.

The statement, "The school head identifies the resources needed to improve teaching and learning," which received a highest mean score (M=4.39, SD=0.67). This indicates a strong agreement among respondents that school heads are effective in recognizing the necessary resources to enhance educational outcomes. Similarly, another statement, "The school head encourages teachers and staff to collaborate in utilizing available resources effectively for educational purposes," also shares this highest mean score (M=4.39, SD=0.71) further emphasizing the importance of collaboration in resource mobilization.

Conversely, the statement, "The school heads are adept at identifying and mobilizing resources—both human and material—to support educational initiatives," which has a lowest mean score (M=4.30, SD=0.72). While this score still

reflects a strong agreement, it suggests that there may be some room for improvement in how school heads are perceived in their ability to effectively mobilize both human and material resources for educational initiatives.

TABLE 1. Level of School Heads Leadership Skills in terms of Identifying and Mobilizing Resources

STATEMENTS	MEAN	SD	REMARKS
The school head identifies the resources needed to improve teaching and learning.	4.39	0.67	Strongly Agree
The school head uses resources to help students learn and teacher development.	4.34	0.69	Strongly Agree
The school head looks for outside funding or partners to support school programs.	4.31	0.70	Strongly Agree
The school head encourages teachers and staff to collaborate in utilizing available resources effectively for educational purposes.	4.39	0.71	Strongly Agree
The school heads provide training or support to teachers and staff to help them utilize resources more effectively in their classrooms.	4.33	0.72	Strongly Agree
The school heads help to mobilize the entire school community towards a shared mission.	4.38	0.68	Strongly Agree
The school heads are adept at identifying and mobilizing resources—both human and material—to support educational initiatives.	4.30	0.72	Strongly Agree
Weighted Mean	4.35		
SD	0.70		
Verbal Interpretation	Very High		

The overall weighted mean score (M=4.35, SD=0.70) categorizes the school heads' leadership skills as very high. This indicates a consistent perception of their capabilities in resource identification and mobilization across various dimensions, including training support for teachers and community engagement towards a shared mission.

In summary, the data illustrates that school heads exhibit very high leadership skills in identifying and mobilizing resources essential for improving educational practices. Their strong performance in areas such as resource identification, collaboration among staff, and seeking external support underscores their pivotal role in fostering an effective learning environment. The consistent high mean scores across various statements reflect a robust perception of their leadership effectiveness, which is crucial for driving educational success and community involvement.

Giorgi, Bartunek, & King (2017) focus on cultural competence and brokerage in fostering collective mobilization for change. They argue that leaders proficient in cultural dynamics are better equipped to align diverse interests, facilitating more effective resource mobilization. School leaders consistently demonstrate effective leadership by identifying and mobilizing resources, both internal and external, to improve teaching, learning, and the comprehensive development of the school. Their capacity to pursue support, encourage teamwork, and deliver essential training guarantees efficient resource use, as indicated by the excellent ratings across all measures.

The data presented in Table 2 provides insights into the leadership skills of school heads in terms of initiating action,

highlighting the statements with the highest and lowest mean values. The statement, "The school heads proactively initiate actions to improve the overall quality of education and school management," which received the highest mean score (M=4.44, SD=0.72). This strong score indicates a robust agreement among respondents that school heads are effective in taking initiative to enhance both educational quality and management practices within their institutions. This proactive approach underscores their commitment to continuous improvement in the educational environment.

TABLE 2. Level of School Heads Leadership Skills in terms of Initiating Action

STATEMENTS	MEAN	SD	REMARKS
The school heads act as proactive change agents within their schools, identifying areas for improvement and taking the initiative to implement innovative practices that enhance student learning and engagement.	4.41	0.69	Strongly Agree
The school heads proactively initiate actions to improve the overall quality of education and school management.	4.44	0.72	Strongly Agree
school heads often initiate collaborative professional development sessions, where they share best practices and strategies with their colleagues.	4.35	0.73	Strongly Agree
The school heads take the initiative to advocate for necessary tools and materials that support effective teaching.	4.40	0.74	Strongly Agree
The school heads exemplify effective teaching practices and leadership qualities, serving as role models for their colleagues.	4.39	0.75	Strongly Agree
The school heads often reach out to local organizations and stakeholders to create programs that enrich the educational experience, thereby fostering a strong connection between the school and the community.	4.37	0.78	Strongly Agree
The school heads are often at the forefront of curriculum development, taking the initiative to design and implement innovative curricula that meet the diverse needs of their students.	4.37	0.72	Strongly Agree
Weighted Mean	4.39		
SD	0.73		
Verbal Interpretation	Very High		

On the other hand, the statement, "The school heads often initiate collaborative professional development sessions, where they share best practices and strategies with their colleagues," which has a lowest mean score (M=4.35, SD=0.73). While this score still reflects a strong agreement, it suggests that there may be slightly less frequency or emphasis on initiating collaborative professional development compared to other proactive actions taken by school heads.

The overall weighted mean score (M=4.39, SD=0.73) categorize the school heads' leadership skills as very high, suggesting a consistent perception of their effectiveness in initiating action across various dimensions.

In summary, the data demonstrates that school heads possess very high leadership skills in initiating action within their educational environments. Their proactive approach in identifying areas for improvement, advocating for necessary resources, and fostering professional development exemplifies

their commitment to enhancing both student learning and overall educational quality. The consistently high mean scores across multiple statements underscore their influential role as change agents, effective role models, and community connectors, which are essential for driving positive educational outcomes.

Heifetz, Grashow, & Linsky (2019) highlights the importance of adaptive leadership, where leaders must not only initiate action but also continually adjust strategies in response to changing circumstances and feedback.

TABLE 3. Level of School Heads Leadership Skills in terms of Managing Conflicts

STATEMENTS	MEAN	SD	REMARKS
The school heads understand that conflict is an inherent part of the educational environment, arising from diverse perspectives and interpersonal relationships.	4.34	0.72	Strongly Agree
The school heads are skilled at recognizing their own emotions and those of others, allowing them to navigate conflicts with empathy and understanding, which fosters a more collaborative atmosphere.	4.28	0.69	Strongly Agree
The school heads initiate open lines of communication among staff and students, encouraging dialogue about conflicts as they arise.	4.38	0.71	Strongly Agree
The school heads are adept at employing various conflict resolution strategies, such as negotiation and mediation.	4.29	0.72	Strongly Agree
By demonstrating effective conflict management techniques in their own interactions, school heads serve as role models for their colleagues and students.	4.36	0.70	Strongly Agree
The school heads actively work to cultivate a collaborative environment where conflicts can be addressed openly.	4.40	0.66	Strongly Agree
The school heads advocate for ongoing professional development focused on conflict management skills.	4.31	0.72	Strongly Agree
Weighted Mean		4.34	
SD		0.70	
Verbal Interpretation			Very High

The data presented in Table 3 reflects the leadership skills of school heads in managing conflicts, highlighting both the highest and lowest mean values among the evaluated statements. The statement, "The school heads actively work to cultivate a collaborative environment where conflicts can be addressed openly," which received a highest mean score (M=4.40, SD=0.66). This high score suggests a strong agreement among respondents that school heads are effective in fostering a collaborative atmosphere, thereby encouraging open discussions about conflicts as they arise. This skill is crucial for creating a supportive educational environment where issues can be resolved constructively.

On the other hand, the statement, "The school heads are skilled at recognizing their own emotions and those of others, allowing them to navigate conflicts with empathy and understanding, which fosters a more collaborative atmosphere," which has a mean score (M=4.28, SD=0.69). While this still indicates a strong agreement, it implies that there may be a slightly lesser perception of school heads'

emotional recognition skills in conflict situations compared to their abilities to cultivate collaboration.

The overall weighted mean score (M=4.34, SD=0.70) categorize the school heads' leadership skills in managing conflicts as very high, reflecting a consistent perception of their proficiency in this crucial area.

In summary, the data illustrates that school heads exhibit very high leadership skills in managing conflicts within educational settings. Their recognition of conflict as a natural part of the educational environment, combined with their emotional intelligence and proactive communication strategies, enables them to navigate conflicts effectively. The consistently high mean scores across various statements underscore their ability to employ conflict resolution techniques, serve as role models, and foster a collaborative culture. Additionally, their commitment to professional development in conflict management highlights their dedication to equipping staff with the necessary skills to address conflicts constructively, ultimately contributing to a positive educational atmosphere.

Managing conflicts within organizations has garnered attention as an essential leadership competency. De Dreu and Gelfand (2018) suggest that effective conflict management involves understanding the underlying causes of conflict and employing a range of strategies from negotiation to mediation. School leaders successfully handle conflicts by promoting transparent communication, showcasing emotional intelligence, and using different resolution techniques. Their leadership fosters a cooperative atmosphere where conflicts are handled positively, acting as examples for both staff and students.

*Level of School Heads Leadership Skills in terms of Setting Appropriate Standards*

The data in Table 4 highlights the leadership skills of school heads in setting appropriate standards, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, "The school heads set high academic and behavioral expectations for their students and colleagues," which received a highest mean score (M=4.45, SD=0.67). This indicates a strong consensus among respondents that school heads are effective in establishing rigorous expectations, which is crucial for fostering a culture of excellence within the educational environment.

Meanwhile, the statement, "The school heads prioritize inclusivity and equity, ensuring that all students have access to quality education," which has a mean score (M=4.39, SD=0.72). Although this score is still very high, it suggests that there may be slightly less emphasis or perception of effectiveness regarding the use of data in setting achievement standards compared to the establishment of expectations.

The overall weighted mean score (M=4.43, SD=0.67) categorize the school heads' leadership skills in setting appropriate standards as very high, reflecting a consistent perception of their effectiveness in this critical area.

In summary, the data indicates that school heads demonstrate very high leadership skills in setting appropriate standards within their schools. Their ability to establish high

academic and behavioral expectations, develop curriculum standards, and advocate for reflective practices underscores their commitment to fostering a culture of excellence and continuous improvement. The consistently high mean scores across various statements highlight their effectiveness in utilizing data to inform practices, prioritizing inclusivity, and facilitating professional development. Overall, these leadership qualities are essential for driving educational success and ensuring that all students receive a quality education.

TABLE 4. Level of School Heads Leadership Skills in terms of Setting Appropriate Standards

STATEMENTS	MEAN	SD	REMARKS
The school heads set high academic and behavioral expectations for their students and colleagues.	4.45	0.67	Strongly Agree
The school heads play a pivotal role in developing and implementing curriculum standards that align with educational goals.	4.44	0.65	Strongly Agree
The school heads set a standard for their personnels.	4.43	0.68	Strongly Agree
The school heads advocate for reflective practices among educators, encouraging them to assess their teaching methods and student outcomes regularly.	4.41	0.70	Strongly Agree
The school heads utilize data to inform their practices and set standards for student achievement.	4.44	0.64	Strongly Agree
The school heads prioritize inclusivity and equity, ensuring that all students have access to quality education.	4.39	0.72	Strongly Agree
The school heads take the initiative to facilitate professional development opportunities that align with the standards they set.	4.44	0.64	Strongly Agree
Weighted Mean		4.43	
SD		0.67	
Verbal Interpretation		Very High	

TABLE 5. Level of School Heads Leadership Skills in terms of Managing Change

STATEMENTS	MEAN	SD	REMARKS
The school heads serve as visionary change agents, identifying the need for transformation within their educational environments.	4.38	0.70	Strongly Agree
The school heads prioritize building buy-in among stakeholders.	4.25	0.75	Strongly Agree
The school heads facilitate a collaborative culture that encourages teamwork during periods of change.	4.37	0.71	Strongly Agree
The school heads take the initiative to provide targeted professional development.	4.32	0.73	Strongly Agree
The school heads leverage data to inform their change management strategies.	4.29	0.78	Strongly Agree
The school heads understand the importance of celebrating small victories along the way.	4.43	0.69	Strongly Agree
The school heads embrace the idea of continuous improvement by regularly reflecting on the change process.	4.36	0.71	Strongly Agree
Weighted Mean		4.34	
SD		0.72	
Verbal Interpretation		Very High	

Setting appropriate standards is crucial for maintaining quality and consistency within organizations. Deming's (2018)

quality management principles call for the creation of explicit, measurable standards and ongoing improvement.

The data in Table 5 examines the leadership skills of school heads in managing change, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, "The school heads understand the importance of celebrating small victories along the way," which received a mean score (M=4.43, SD=0.69). This indicates a strong consensus among respondents that school heads effectively recognize and celebrate incremental successes during the change process, which is essential for maintaining motivation and engagement among stakeholders.

Moreover, the statement, "The school heads prioritize building buy-in among stakeholders," which has a mean score (M=4.25, SD=0.75). While this score still reflects a strong agreement, it suggests that there may be slightly less emphasis on the importance of stakeholder buy-in compared to other aspects of change management.

The overall weighted mean score (M=4.34, SD=0.72) categorize the school heads' leadership skills in managing change as very high, reflecting a consistent perception of their effectiveness in this critical area.

In summary, the data demonstrates that school heads exhibit strong leadership skills in managing change within their schools. Their role as visionary change agents, combined with their focus on stakeholder engagement and collaboration, underscores their effectiveness in leading transformative initiatives. The consistently high mean scores across various statements highlight their commitment to professional development, data-informed decision-making, and the celebration of progress. Overall, these leadership qualities are essential for fostering a positive and adaptive educational environment, ensuring that both staff and students can thrive amidst change.

Anderson and Anderson (2017) highlight the need for change leaders to be both strategic and empathetic, addressing both the technical and emotional aspects of change.

The data in Table 6 evaluates the supervisory skills of school heads in decision-making, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, "The school heads prioritize collaboration," had the highest mean score (M=4.47, SD=0.66). This indicates a strong accord among respondents that school heads effectively emphasize collaborative efforts in their decision-making processes, which is essential for fostering a supportive and inclusive educational environment.

Furthermore, the statement, "The school heads empower their colleagues to take part in decision-making processes," which has a mean score (M=4.37, SD=0.73). While this score still reflects a strong agreement, it suggests that there may be slightly less emphasis on empowering colleagues in decision-making compared to other aspects of collaboration and ethical considerations.

The overall weighted mean score (M=4.43, SD=0.68) categorize the school heads' decision-making supervisory skills as very high, reflecting a consistent perception of their effectiveness in this critical area.

TABLE 6. Level of School Heads Supervisory Skills in terms of Decision-Making

STATEMENTS	MEAN	SD	REMARKS
The school heads utilize data and evidence to make informed decisions that impact teaching and learning.	4.43	0.69	Strongly Agree
The school heads prioritize collaboration.	4.47	0.66	Strongly Agree
The school heads excel at balancing immediate needs with long-term educational goals.	4.45	0.66	Strongly Agree
The school heads prioritize the well-being of students and the integrity of the educational environment, ensuring that decisions uphold ethical standards and promote fairness.	4.46	0.64	Strongly Agree
The school heads demonstrate flexibility in their decision-making, recognizing that educational contexts can change rapidly.	4.43	0.69	Strongly Agree
The school heads engage in reflective practice, evaluating the outcomes of their decisions to learn from successes and failures.	4.40	0.67	Strongly Agree
The school heads empower their colleagues to take part in decision-making processes.	4.37	0.73	Strongly Agree
Weighted Mean	4.43		
SD	0.68		
Verbal Interpretation	Very High		

In summary, the data illustrates that school heads possess very high supervisory skills in decision-making. Their ability to utilize data effectively, prioritize collaboration, and balance immediate and long-term goals underscores their strategic leadership. The consistently high mean scores across various statements highlight their commitment to ethical decision-making, flexibility, and reflective practice. Furthermore, their focus on empowering colleagues in the decision-making process fosters a collaborative environment that enhances overall educational outcomes. These leadership qualities are essential for navigating the complexities of educational management and ensuring that decisions positively impact teaching and learning.

Setiawan (2024) examines ethical decision-making in educational leadership through the lens of Islamic principles, highlighting the importance of justice, honesty, and compassion. The study underscores the role of ethical frameworks in guiding leaders' decisions and fostering trust within educational communities. School heads demonstrate strong decision-making skills by using data-driven, ethical, and flexible approaches. They balance short- and long-term goals, foster collaboration, and engage in reflective practices, ensuring informed and inclusive decisions that enhance the educational environment.

The data in Table 7 assesses the supervisory skills of school heads in planning and organizing, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, "The school heads demonstrate effective planning by efficiently allocating resources, such as time, materials, and personnel," which received a mean score (M=4.50, SD=0.67). This indicates a strong agreement among respondents that school heads excel in resource allocation, a critical skill for ensuring that educational objectives are met effectively.

In addition, the statement, "The school heads take the lead in developing comprehensive curriculum plans," which has a mean score (M=4.40, SD=0.68). While this score still reflects a strong agreement, it suggests that there may be slightly less emphasis on the leadership role of school heads in curriculum development compared to their resource management capabilities.

TABLE 7. Level of School Heads Supervisory Skills in terms of Planning and Organizing

STATEMENTS	MEAN	SD	REMARKS
The school heads excel in setting strategic goals that align with the educational vision of their school.	4.46	0.67	Strongly Agree
The school heads take the lead in developing comprehensive curriculum plans.	4.40	0.68	Strongly Agree
The school heads demonstrate effective planning by efficiently allocating resources, such as time, materials, and personnel.	4.50	0.67	Strongly Agree
The school heads are adept at creating structured schedules that optimize instructional time and facilitate collaboration among staff.	4.38	0.70	Strongly Agree
The school heads establish clear procedures and protocols for both students and staff.	4.42	0.72	Strongly Agree
The school heads proactively identify possible obstacles and devise strategies to address them, ensuring that the educational process remains smooth and uninterrupted.	4.41	0.65	Strongly Agree
The school heads continuously monitor the effectiveness of their plans and are willing to make adjustments as necessary.	4.42	0.67	Strongly Agree
Weighted Mean	4.43		
SD	0.68		
Verbal Interpretation	Very High		

The overall weighted mean score (M=4.43, SD=0.68) categorize the school heads' supervisory skills in planning and organizing as very high, reflecting a consistent perception of their effectiveness in this critical area.

In summary, the data demonstrates that school heads exhibit very high supervisory skills in planning and organizing within their educational institutions. Their ability to set strategic goals, develop comprehensive curriculum plans, and efficiently allocate resources underscores their effective leadership. The consistently high mean scores across various statements highlight their organizational skills in scheduling, establishing clear protocols, and proactively addressing obstacles. Additionally, their focus on continuous monitoring and adjustment of plans reflects a commitment to ongoing improvement. These leadership qualities are crucial for ensuring a well-structured and effective educational environment that supports both staff and students in achieving their goals.

Putra (2022) highlights the interconnectedness of planning, organizing, and supervision in shaping effective principal leadership. The study reveals that structured planning and organizing directly influence leadership effectiveness, enabling principals to set clear goals, allocate resources, and guide their institutions towards achieving educational objectives.

TABLE 8. Level of School Heads Supervisory Skills in terms of Promoting Optimal Performance

STATEMENTS	MEAN	SD	REMARKS
The school heads establish clear performance expectations for both students and staff.	4.41	0.67	Strongly Agree
The school heads prioritize providing timely and constructive feedback to educators and students.	4.33	0.69	Strongly Agree
The school heads identify and facilitate targeted professional development opportunities.	4.44	0.68	Strongly Agree
The school heads create a supportive and positive school culture that encourages risk-taking and innovation.	4.41	0.71	Strongly Agree
The school heads highlight successes in performance, both big and small, which boosts morale and encourages a culture of recognition and appreciation among staff and students.	4.42	0.70	Strongly Agree
The school heads promote goal-setting practices among educators and students, guiding them to establish personal and professional objectives.	4.41	0.68	Strongly Agree
The school heads leverage data to monitor performance and inform instructional decisions.	4.44	0.66	Strongly Agree
Weighted Mean	4.41		
SD	0.69		
Verbal Interpretation	Very High		

The data in Table 8 evaluates the supervisory skills of school heads in promoting optimal performance, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, "The school heads prioritize providing timely and constructive feedback to educators and students," which received a mean score (M=4.44, SD=0.68). This indicates a strong agreement among respondents that school heads are effective in delivering feedback, which is crucial for enhancing both teaching practices and student learning outcomes.

Furthermore, the statement, "The school heads prioritize providing timely and constructive feedback to educators and students," which has a mean score (M=4.33, SD=0.69). While this score still reflects a strong agreement, it suggests that there may be slightly less emphasis on the importance of feedback compared to other aspects of promoting performance.

The overall weighted mean score (M=4.41, SD=0.69) categorize the school heads' supervisory skills in promoting optimal performance as very high, reflecting a consistent perception of their effectiveness in this critical area.

In summary, the data illustrates that school heads demonstrate very high supervisory skills in promoting optimal performance within their schools. Their ability to establish clear performance expectations, provide constructive feedback, and facilitate professional development underscores their commitment to enhancing educational quality. The consistently high mean scores across various statements highlight their effectiveness in creating a supportive culture, recognizing achievements, and promoting goal-setting practices. Additionally, their focus on leveraging data to inform decisions reflects a strategic approach to improving student and staff performance. These leadership qualities are

essential for fostering an environment where both educators and students can thrive and achieve their fullest potential.

Pitdianti et al. (2024) highlight the pivotal role of principal leadership in improving teacher performance in public schools. They emphasize that strong leadership drives educational success by motivating teachers, guiding instructional practices, and enhancing overall school performance.

TABLE 9. Level of School Heads Supervisory Skills in terms of Promoting Technical and Professional Knowledge

STATEMENTS	MEAN	SD	REMARKS
The school heads prioritize their own continuous professional development, regularly seeking opportunities to enhance their technical and pedagogical skills.	4.40	0.68	Strongly Agree
The school heads remain informed about the latest educational trends, technologies, and research-based practices.	4.39	0.71	Strongly Agree
The school heads take on mentoring and coaching roles to support their colleagues.	4.36	0.71	Strongly Agree
The school heads foster collaborative learning communities within their schools, where educators can share knowledge, resources, and expertise.	4.45	0.65	Strongly Agree
The school heads advocate for specialized training and certification opportunities for their colleagues.	4.42	0.67	Strongly Agree
The school heads are proficient in integrating technology into instructional practices.	4.38	0.73	Strongly Agree
The school heads engage in regular evaluation and reflection of their own teaching and supervisory practices.	4.41	0.70	Strongly Agree
Weighted Mean	4.40		
SD	0.69		
Verbal Interpretation	Very High		

The data in Table 9 evaluates the supervisory skills of school heads in promoting technical and professional knowledge, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, "The school heads foster collaborative learning communities within their schools, where educators can share knowledge, resources, and expertise," which received a mean score (M=4.45, SD=0.65). This indicates a strong agreement among respondents that school heads are effective in creating environments that encourage collaboration and knowledge sharing among educators, which is vital for professional growth and development.

Moreover, "The school heads take on mentoring and coaching roles to support their colleagues," which has a mean score (M=4.36, SD=0.71). While this score still reflects a strong agreement, it suggests that there may be slightly less emphasis on the mentoring and coaching roles of school heads compared to their ability to foster collaborative learning communities.

The overall weighted mean score (M=4.40, SD=0.69) categorize the school heads' supervisory skills in promoting technical and professional knowledge as very high, reflecting a consistent perception of their effectiveness in this critical area.

In summary, the data demonstrates that school heads exhibit very high supervisory skills in promoting technical and professional knowledge within their schools. Their commitment to continuous professional development, staying informed about educational trends, and actively mentoring colleagues underscores their leadership effectiveness. The consistently high mean scores across various statements highlight their ability to foster collaborative learning environments, advocate for professional training, and integrate technology into instructional practices. Additionally, their focus on self-evaluation and reflection indicates a dedication to ongoing improvement. These leadership qualities are essential for creating a knowledgeable and skilled educational workforce, ultimately enhancing the quality of education provided to students.

Tanjung (2020) underscores the importance of professionalism in principal leadership, arguing that effective principals foster the professional growth of teachers and staff by emphasizing continuous learning and skill development. This ensures higher-quality graduates and overall improved educational outcomes.

TABLE 10. Level of School Heads Interpersonal Skills in terms of Effective Communication

STATEMENTS	MEAN	SD	REMARKS
The school heads practice active listening, giving their full attention to students and colleagues during conversations.	4.42	0.69	Strongly Agree
The school heads excel at conveying information clearly and concisely.	4.36	0.68	Strongly Agree
The school heads recognize and validate the feelings and experiences of others.	4.36	0.74	Strongly Agree
The school heads provide constructive feedback that is specific, actionable, and focused on growth.	4.39	0.71	Strongly Agree
The school heads maintain an open-door policy, inviting students and colleagues to approach them with questions, concerns, or ideas.	4.41	0.71	Strongly Agree
The school heads possess strong conflict resolution skills, enabling them to navigate disagreements effectively.	4.35	0.68	Strongly Agree
The school heads promote collaborative dialogue by encouraging discussions among staff and students.	4.38	0.69	Strongly Agree
Weighted Mean	4.38		
SD	0.70		
Verbal Interpretation	Very High		

The data in Table 10 assesses the interpersonal skills of school heads in terms of effective communication, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, "The school heads practice active listening, giving their full attention to students and colleagues during conversations," which received a mean score (M=4.42, SD=0.69). This indicates a strong consensus among respondents that school heads are effective in actively listening, a crucial skill for fostering positive relationships and understanding within the school community.

Moreover, "The school heads excel at conveying information clearly and concisely," which has a mean score (M=4.36, SD=0.68). While this score still reflects a strong agreement, it suggests that there may be slightly less emphasis

on the clarity and conciseness of communication compared to their active listening skills.

The overall weighted mean score (M=4.38, SD=0.70) categorize the school heads' interpersonal skills in effective communication as very high, reflecting a consistent perception of their effectiveness in this critical area.

In summary, the data demonstrates that school heads possess very high interpersonal skills in effective communication. Their commitment to active listening, clear information delivery, and empathetic engagement underscores their effectiveness as leaders. The consistently high mean scores across various statements highlight their ability to provide constructive feedback, maintain accessibility through an open-door policy, and resolve conflicts effectively. Additionally, their focus on promoting collaborative dialogue fosters a positive and communicative school culture. These leadership qualities are essential for building strong relationships within the school community, ultimately enhancing the overall educational experience for both staff and students.

Siregar (2024) underscores the need for effective communication in educational institutions, suggesting that transparency, contextual appropriateness, and empowerment are key principles for fostering a positive organizational environment.

TABLE 11. Level of School Heads Interpersonal Skills in terms of Ability to Build Strong Relationship

STATEMENTS	MEAN	SD	REMARKS
The school heads prioritize building trust with students and colleagues through consistent and transparent communication.	4.38	0.69	Strongly Agree
The school heads show genuine interest in others' lives, which enhances rapport and encourages a supportive learning environment.	4.41	0.71	Strongly Agree
The school heads cultivate an inclusive environment where everyone feels valued and respected.	4.46	0.70	Strongly Agree
The school heads provide supportive guidance to both students and colleagues, offering assistance and encouragement when needed.	4.44	0.65	Strongly Agree
The school heads maintain open communication channels, encouraging feedback and sharing ideas.	4.45	0.66	Strongly Agree
The school heads effectively manage conflicts by addressing issues promptly and fairly.	4.38	0.69	Strongly Agree
The school heads reinforce positive relationships. Acknowledging successes, both big and small, fosters a sense of community and motivates everyone to strive for excellence.	4.43	0.71	Strongly Agree
Weighted Mean	4.42		
SD	0.69		
Verbal Interpretation	Very High		

The data in Table 11 evaluates the interpersonal skills of school heads in terms of their ability to build strong relationships, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, "The school heads cultivate an inclusive environment where everyone feels valued and respected,"

which received a mean score (M=4.46, SD=0.70). This indicates a strong consensus among respondents that school heads are effective in fostering inclusivity, a critical factor for creating a supportive and engaging educational environment where all individuals feel appreciated.

Meanwhile, the statement, "The school heads prioritize building trust with students and colleagues through consistent and transparent communication," which has a mean score (M=4.38, SD=0.69) and "The school heads effectively manage conflicts by addressing issues promptly and fairly" which also has a mean score (M=4.38, SD=0.69). While this score still reflects a strong agreement, it suggests that there is slightly less emphasis on the importance of trust-building through communication compared to other relationship-building skills.

The overall weighted mean score of 4.42 and a standard deviation of 0.69 categorize the school heads' interpersonal skills in building strong relationships as very high, reflecting a consistent perception of their effectiveness in this critical area.

In summary, the data demonstrates that school heads exhibit very high interpersonal skills in building strong relationships within their schools. Their commitment to establishing trust, showing genuine interest in others, and cultivating an inclusive environment underscores their effectiveness as leaders. The consistently high mean scores across various statements highlight their ability to provide supportive guidance, maintain open communication, and manage conflicts effectively. Additionally, their focus on reinforcing positive relationships fosters a strong sense of community and motivation among staff and students. These leadership qualities are essential for creating a collaborative and supportive educational environment, ultimately enhancing the overall experience for everyone involved.

Petro and Gega (2023) explore how principals' involvement in fostering collaboration among teachers enhances school performance. The study reveals that positive relationships between colleagues and school leaders contribute to shared knowledge, emotional support, and improved teaching practices.

The data in Table 12 evaluates the interpersonal skills of school heads in terms of conflict resolution, focusing on the statements with the highest and lowest mean values, as well as those with the same mean value. The statement, "The school heads remain calm and composed," which received a mean score (M=4.46, SD=0.71). This indicates a strong consensus among respondents that school heads effectively maintain their composure during conflicts, a crucial skill for facilitating resolution and fostering a positive environment.

Moreover, the statement, "The school heads approach conflicts without bias," which has a mean score (M=4.34, SD=0.72). While this score still reflects a strong agreement, it suggests that there may be slightly less emphasis on the impartiality of school heads in conflict situations compared to their ability to remain calm.

The overall weighted mean score (M=4.39, SD=0.70) categorize the school heads' interpersonal skills in conflict resolution as very high, reflecting a consistent perception of their effectiveness in this critical area.

TABLE 12. Level of School Heads Interpersonal Skills in terms of Conflict Resolution

STATEMENTS	MEAN	SD	REMARKS
The school heads utilize active listening when conflicts arise, ensuring that all parties feel heard and understood.	4.37	0.72	Strongly Agree
The school heads remain calm and composed.	4.46	0.71	Strongly Agree
The school heads facilitate open dialogue among conflicting parties, encouraging respectful communication.	4.42	0.67	Strongly Agree
The school heads focus on identifying common goals and interests during conflicts.	4.40	0.66	Strongly Agree
The school heads approach conflicts without bias.	4.34	0.72	Strongly Agree
The school heads model and teach effective conflict resolution strategies to their students and colleagues.	4.38	0.68	Strongly Agree
The school heads follow up with the involved parties to ensure that the solution is working and that relationships are being repaired.	4.38	0.72	Strongly Agree
Weighted Mean	4.39		
SD	0.70		
Verbal Interpretation	Very High		

In summary, the data demonstrates that school heads possess very high interpersonal skills in conflict resolution. Their commitment to active listening, emotional composure, and facilitating open dialogue underscores their effectiveness as leaders in managing conflicts. The consistently high mean scores across various statements highlight their ability to identify common goals, approach conflicts impartially, and model effective resolution strategies. Additionally, their focus on follow-up ensures that relationships are repaired and maintained after conflicts are resolved. These leadership qualities are essential for fostering a harmonious school environment, ultimately enhancing the overall educational experience for both staff and students.

Adham (2023) highlights that understanding cultural differences, emotional awareness, and fostering inclusive team environments are essential for conflict resolution. School heads effectively manage conflicts by practicing active listening, maintaining composure, and facilitating open dialogue. They promote fairness, identify common goals, model resolution strategies, and ensure follow-ups to foster positive relationships.

*Level of School Heads Interpersonal Skills in terms of Capacity of Delegate*

The data in Table 13 evaluates the interpersonal skills of school heads in terms of their capacity to delegate, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, "The school heads understand the importance of trust in delegating duties, empowering others while fostering a collaborative environment," which received a mean score (M=4.44, SD=0.63). This indicates a strong consensus among respondents that school heads effectively recognize the critical role of trust in the delegation process, which is essential for establishing a collaborative and supportive atmosphere within the educational setting.

On the other hand, "The school heads possess a heightened ability to delegate tasks effectively, ensuring that responsibilities are distributed according to the strengths and expertise of their team members," which has a mean score of 4.41 and a standard deviation of 0.67. While this score still reflects strong agreement, it suggests that there may be slightly less emphasis on the perceived effectiveness of delegation compared to the importance of trust in fostering collaboration.

TABLE 13. Level of School Heads Interpersonal Skills in terms of Capacity of Delegate

STATEMENTS	MEAN	SD	REMARKS
The school heads possess a heightened ability to delegate tasks effectively, ensuring that responsibilities are distributed according to the strengths and expertise of their team members.	4.41	0.67	Strongly Agree
The school heads understand the importance of trust in delegating duties, empowering others while fostering a collaborative environment.	4.44	0.63	Strongly Agree
Effective delegation by school heads not only lightens their own workload but also promotes the growth and development of less experienced educators under their mentorship.	4.41	0.67	Strongly Agree
The school heads can identify when to delegate and when to take direct action, ensuring that tasks are completed efficiently without compromising on quality.	4.42	0.69	Strongly Agree
The school heads help cultivate leadership skills in others, encouraging autonomy and accountability within the educational team.	4.41	0.62	Strongly Agree
The school heads create opportunities for professional growth, allowing colleagues to handle more significant tasks that challenge and enhance their abilities.	4.41	0.66	Strongly Agree
The school heads understand that delegation is not merely the distribution of tasks but the thoughtful assignment of responsibilities that align with the strengths and learning needs of their colleagues.	4.41	0.66	Strongly Agree
Weighted Mean	4.42		
SD	0.66		
Verbal Interpretation	Very High		

The overall weighted mean score (M=4.42, SD=0.66) categorize the school heads' interpersonal skills in capacity to delegate as very high, reflecting a consistent perception of their effectiveness in this critical area.

In summary, the data demonstrates that school heads exhibit very high interpersonal skills in their capacity to delegate effectively. Their ability to distribute tasks in alignment with team members' strengths, foster trust, and promote a collaborative environment underscores their effectiveness as leaders. The consistently high mean scores across various statements highlight their strategic understanding of when to delegate, their commitment to developing staff leadership skills, and their focus on creating growth opportunities. By recognizing delegation as a thoughtful process that enhances both individual and collective capabilities, these school heads contribute to a more empowered and competent educational team, ultimately enhancing the overall performance of their institutions.

Pakalniņa and Ročāne (2023) stress the importance of delegation within the framework of transformational leadership in pre-school education. Their research underscores how distributing tasks boosts teacher motivation, enhances organizational efficiency, and fosters innovation.

*Level of Organizational Commitment of Proficient Teachers*

The data in Table 14 evaluates the level of organizational commitment of proficient teachers in terms of affective commitment, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, Proficient teachers show affective commitment by aligning their personal values with the school's mission and goals," which received a mean score (M=4.48, SD=0.62). This indicates a strong consensus among respondents that proficient teachers deeply connect their personal beliefs to the overarching objectives of their school, reflecting a significant emotional investment in their work.

TABLE 14. Level of Organizational Commitment of Proficient Teachers in terms of Affective Commitment

STATEMENTS	MEAN	SD	REMARKS
Proficient teachers exhibit strong affective commitment by demonstrating a deep emotional investment in their school community.	4.45	0.60	Strongly Agree
They prioritize collaboration and support, creating a positive atmosphere that enhances both teaching and learning.	4.46	0.63	Strongly Agree
Proficient teachers show affective commitment by aligning their personal values with the school's mission and goals.	4.48	0.62	Strongly Agree
They actively engage in discussions about best practices and contribute to decision-making processes, demonstrating their dedication to the institution's growth and success.	4.44	0.64	Strongly Agree
They willingly take on extra responsibilities, such as after-school programs or mentoring, out of a genuine desire to support their students and colleagues.	4.41	0.71	Strongly Agree
Their emotional attachment to the school and its community helps them navigate difficulties with a constructive mindset.	4.45	0.63	Strongly Agree
They are more likely to remain in their positions long-term. Their loyalty to the school and its mission not only enhances their performance but also contributes to a stable and experienced teaching staff.	4.44	0.67	Strongly Agree
Weighted Mean	4.45		
SD	0.64		
Verbal Interpretation	Very High		

Moreover, the statement, "They willingly take on extra responsibilities, such as after-school programs or mentoring, out of a genuine desire to support their students and colleagues," which has a mean score (M=4.41, SD=0.71). While this score still reflects strong agreement, it suggests that there may be slightly less emphasis on the willingness of teachers to take on additional duties compared to their alignment with the school's mission.

The overall weighted mean score (M=4.45, SD=0.64) categorize the affective commitment of proficient teachers as

very high, reflecting a consistent perception of their emotional engagement with their school community.

In summary, the data indicates that proficient teachers demonstrate very high levels of affective commitment to their schools. Their deep emotional investment is reflected in their collaborative efforts, alignment with the school's mission, and active participation in decision-making. The consistently high mean scores across various statements highlight their willingness to take on additional responsibilities and their emotional resilience, which enables them to navigate challenges constructively. Furthermore, their loyalty not only enhances their own performance but also contributes to the stability and effectiveness of the teaching staff. These qualities are essential for fostering a positive and productive school culture, ultimately benefiting both students and the broader educational community.

Allen and Roberts (2015) highlight the significant role of affective commitment in teacher retention. The researchers found that teachers with high levels of affective commitment are more likely to remain in the profession, as they feel an emotional connection to their work, colleagues, and students. This connection fosters a sense of belonging and purpose, which enhances job satisfaction and reduces the likelihood of burnout.

*Level of Organizational Commitment of Proficient Teachers in terms of Continuance Commitment*

The data in Table 15 evaluates the level of organizational commitment of proficient teachers in terms of continuance commitment, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, "Proficient teachers build strong professional relationships and networks within their school community, creating a sense of belonging that contributes to their continuance commitment," which received a mean score (M=4.52, SD=0.60). This indicates a strong agreement among respondents that the relationships and networks formed within the school significantly enhance teachers' commitment to their current positions, highlighting the importance of community in fostering a sense of belonging.

In addition, the statement, "Proficient teachers often consider the tangible benefits associated with their tenure, such as retirement plans, health benefits, and seniority advantages," which has a mean score (M=4.43, SD=0.66). While this score still reflects strong agreement, it suggests that there may be slightly less emphasis on the perceived tangible benefits of tenure compared to the value of professional relationships.

The overall weighted mean score (M=4.48, SD=0.61) categorize the continuance commitment of proficient teachers as very high, reflecting a consistent perception of their attachment to their current roles.

In summary, the data indicates that proficient teachers exhibit very high levels of continuance commitment to their schools. Their commitment is anchored in their personal investments in their careers, the job security their roles provide, and the tangible benefits associated with their tenure. The consistently high mean scores across various statements

highlight their sense of responsibility to their students and the strong professional relationships they cultivate within their school community. Additionally, their recognition of the value of their cumulative experience further reinforces their decision to remain in their positions. These factors collectively contribute to a stable and dedicated teaching workforce, which is essential for fostering a positive and effective educational environment.

TABLE 15. Level of Organizational Commitment of Proficient Teachers in terms of Continuance Commitment

STATEMENTS	MEAN	SD	REMARKS
Proficient teachers demonstrate continuance commitment by recognizing their personal investments in their careers, such as time, effort, and resources spent on professional development and classroom preparation, which makes them feel anchored to their current positions.	4.51	0.54	Strongly Agree
Teachers with high continuance commitment often perceive their current roles as providing a sense of job security.	4.51	0.59	Strongly Agree
Proficient teachers often consider the tangible benefits associated with their tenure, such as retirement plans, health benefits, and seniority advantages.	4.43	0.66	Strongly Agree
When proficient teachers recognize that other employment opportunities may not offer similar benefits or job satisfaction, they are more likely to remain committed to their current positions.	4.42	0.65	Strongly Agree
Teachers with continuance commitment often feel a responsibility to their students, which reinforces their decision to stay.	4.48	0.62	Strongly Agree
Proficient teachers build strong professional relationships and networks within their school community, creating a sense of belonging that contributes to their continuance commitment.	4.52	0.60	Strongly Agree
Teachers recognize that their cumulative experience and expertise developed over time hold significant value.	4.48	0.63	Strongly Agree
Weighted Mean		4.48	
SD		0.61	
Verbal Interpretation		Very High	

Brown and White (2016) argued that while continuance commitment may ensure teacher retention, it does not necessarily correlate with higher job satisfaction or performance, as some teachers may stay out of necessity rather than passion for teaching.

The data in Table 16 evaluates the level of organizational commitment of proficient teachers in terms of normative commitment, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, "Teachers with high normative commitment advocate for their students' best interests, believing it is their ethical responsibility to ensure that every child receives the support and education they deserve," which received a mean score (M=4.53, SD=0.57). This indicates a strong consensus among respondents that proficient teachers feel a profound moral obligation to advocate for their students, reflecting a deep commitment to their educational responsibilities.

The overall weighted mean score (M=4.48, SD=0.62) categorize the normative commitment of proficient teachers as

strongly agree, reflecting a consistent perception of their dedication to their school community.

TABLE 16. Level of Organizational Commitment of Proficient Teachers in terms of Normative Commitment

STATEMENTS	MEAN	SD	REMARKS
Proficient teachers exhibit normative commitment by feeling a strong sense of duty to their school and its mission.	4.44	0.64	Strongly Agree
Teachers with high normative commitment often feel aligned with their school's culture and values.	4.46	0.60	Strongly Agree
Proficient teachers feel a moral obligation to support their colleagues and students.	4.46	0.61	Strongly Agree
They actively seek out opportunities to enhance their skills and knowledge, believing it is their responsibility to provide the best education possible for their students.	4.51	0.61	Strongly Agree
Teachers often feel a sense of loyalty to the traditions and legacy of their school.	4.48	0.64	Strongly Agree
Proficient teachers demonstrate normative commitment through their active participation in school activities and initiatives.	4.49	0.67	Strongly Agree
Teachers with high normative commitment advocate for their students' best interests, believing it is their ethical responsibility to ensure that every child receives the support and education they deserve.	4.53	0.57	Strongly Agree
Weighted Mean	4.48		
SD	0.62		
Verbal Interpretation	Strongly Agree		

In summary, the data reveals that proficient teachers exhibit strong normative commitment to their schools. Their commitment is characterized by a profound sense of duty to the school's mission, alignment with its culture and values, and a moral obligation to support both colleagues and students. The consistently high mean scores across various statements highlight their dedication to professional development, loyalty to the school's traditions, and active engagement in school initiatives. Additionally, their advocacy for students' best interests underscores their ethical responsibility as educators. These qualities are essential for fostering a positive and supportive educational environment, ultimately benefiting the entire school community.

Harini and Utami (2020) found that personality and work motivation directly boost normative commitment among school principals, underlining the need for leadership development programs.

*Level of Teaching Effectiveness of Proficient Teachers*

The data in Table 17 evaluates the level of teaching effectiveness of proficient teachers in terms of students' engagement, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, "Student engagement is essential for meaningful learning outcomes," which received a mean score (M=4.65, SD=0.53). This indicates a strong consensus among respondents that engaged students are crucial for achieving significant learning results, highlighting the importance of student involvement in the educational process.

Moreover, the statement, "High levels of student engagement indicate that teaching methods are effective," which has a mean score (M=4.54, SD=0.60). While this score still reflects strong agreement, it suggests that there may be slightly less emphasis on the direct correlation between engagement and the effectiveness of teaching methods compared to the overall importance of student engagement for learning outcomes.

TABLE 17. Level of Teaching Effectiveness of Proficient Teachers in terms of Students' Engagement

STATEMENTS	MEAN	SD	REMARKS
Engaged students contribute significantly to the effectiveness of the teaching process.	4.59	0.55	Strongly Agree
High levels of student engagement indicate that teaching methods are effective.	4.54	0.60	Strongly Agree
Teachers who encourage active participation enhance their overall teaching effectiveness.	4.61	0.52	Strongly Agree
Student engagement is essential for meaningful learning outcomes.	4.65	0.53	Strongly Agree
Effective teaching is closely linked to the ability to maintain student interest and focus.	4.60	0.57	Strongly Agree
An engaging classroom environment is a key component of effective teaching.	4.59	0.57	Strongly Agree
Teachers who foster student engagement are more likely to achieve successful learning outcomes.	4.54	0.61	Strongly Agree
Weighted Mean	4.59		
SD	0.56		
Verbal Interpretation	Very High		

The overall weighted mean score (M=4.59, SD=0.56) categorize the teaching effectiveness of proficient teachers in terms of students' engagement as very high, reflecting a consistent perception of the importance of engagement in the teaching process.

In summary, the data reveals that proficient teachers demonstrate very high levels of teaching effectiveness through their ability to engage students. Their commitment to fostering student participation is closely linked to successful learning outcomes, as highlighted by consistently high mean scores across various statements. The strong agreement regarding the importance of student engagement underscores its role in meaningful learning and effective teaching practices. Teachers who actively cultivate an engaging classroom environment are more likely to maintain student interest and achieve positive educational results. These findings highlight the critical role of student engagement as a cornerstone of effective teaching, ultimately benefiting the overall educational experience.

Gašpar and Mabic (2015) reinforced this notion by demonstrating how active participation through debates and teamwork in higher education can improve the quality of teaching and align lectures with student expectations.

*Level of Teaching Effectiveness of Proficient Teachers in terms of Instructional Delivery*

The data in Table 18 evaluates the level of teaching effectiveness of proficient teachers in terms of instructional delivery, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, "Clear and structured instructional delivery is

essential for effective teaching," which received a mean score (M=4.67, SD=0.55). This indicates a strong consensus among respondents that having a clear and organized approach to instruction is crucial for achieving effective teaching outcomes, emphasizing the importance of clarity in communication.

TABLE 18. Level of Teaching Effectiveness of Proficient Teachers in terms of Instructional Delivery

STATEMENTS	MEAN	SD	REMARKS
Clear and structured instructional delivery is essential for effective teaching.	4.67	0.55	Strongly Agree
Effective teaching requires presenting information in an organized and accessible manner.	4.64	0.53	Strongly Agree
The way a teacher delivers instruction directly impacts student understanding and retention.	4.63	0.56	Strongly Agree
Teachers who communicate concepts clearly enhance their teaching effectiveness.	4.68	0.54	Strongly Agree
Instructional delivery plays a critical role in keeping students engaged and attentive.	4.63	0.55	Strongly Agree
Effective teaching depends on the teacher's ability to adapt instructional delivery to student needs.	4.62	0.60	Strongly Agree
A teacher's skill in delivering instructions impacts students' ability to succeed academically.	4.67	0.55	Strongly Agree
Weighted Mean		4.65	
SD		0.55	
Verbal Interpretation			Very High

Conversely, the statement, "Effective teaching requires presenting information in an organized and accessible manner," which has a mean score (M=4.64, SD=0.53). While this score still reflects strong agreement, it suggests that there may be slightly less emphasis on the organization and accessibility of information compared to the overall clarity and structure of instructional delivery.

The overall weighted mean score (M=4.65, SD=0.55) categorize the teaching effectiveness of proficient teachers in terms of instructional delivery as very high, reflecting a consistent perception of the importance of effective instructional methods.

In summary, the data indicates that proficient teachers exhibit very high levels of teaching effectiveness through their instructional delivery. Their commitment to clear, structured, and organized teaching methods is essential for enhancing student understanding and retention. The consistently high mean scores across various statements highlight the critical role of effective communication, adaptability, and engagement in the teaching process. Teachers who excel in these areas are more likely to foster a productive learning environment and contribute to their students' academic success. These findings underscore the importance of instructional delivery as a fundamental component of effective teaching, ultimately benefiting the educational experience for both teachers and students.

Nápoles and MacLeod (2016) reinforced these findings by illustrating that preservice teachers perceive high teacher delivery and student engagement as the most significant indicators of effective teaching.

*Level of Teaching Effectiveness of Proficient Teachers in terms of Mastery of the Subject Matter*

The data in Table 19 evaluates the level of teaching effectiveness of proficient teachers in terms of their mastery of the subject matter, focusing on the statements with the highest and lowest mean values along with their standard deviations. The statement, "Effective teaching requires a deep understanding of the subject to provide accurate information," which received a mean score (M=4.76, SD=0.46). This indicates a strong consensus among respondents that a profound understanding of the subject is crucial for effective teaching, emphasizing the importance of accuracy in the information provided to students.

TABLE 19. Level of Teaching Effectiveness of Proficient Teachers in terms of Mastery of the Subject Matter

STATEMENTS	MEAN	SD	REMARKS
A teacher's mastery of the subject matter is essential for effective teaching.	4.72	0.52	Strongly Agree
Effective teaching requires a deep understanding of the subject to provide accurate information.	4.76	0.46	Strongly Agree
Teachers who thoroughly know their subject can better answer student questions and clarify concepts.	4.74	0.50	Strongly Agree
Subject matter expertise enables teachers to make lessons more engaging and relevant.	4.69	0.55	Strongly Agree
Students are more likely to trust and respect teachers who demonstrate strong subject knowledge.	4.67	0.55	Strongly Agree
Mastery of the subject matter allows teachers to connect new information with prior knowledge effectively.	4.72	0.54	Strongly Agree
Teachers with a deep understanding of their subject are better equipped to address diverse learning needs.	4.64	0.55	Strongly Agree
Weighted Mean		4.71	
SD		0.52	
Verbal Interpretation			Very High

Moreover, the statement, "Teachers with a deep understanding of their subject are better equipped to address diverse learning needs," which has a mean score (M=4.64, SD=0.55). While this score still reflects strong agreement, it suggests that there may be slightly less emphasis on the ability to address diverse learning needs compared to the overall importance of subject mastery for effective teaching.

The overall weighted mean score (M=4.71, SD=0.52) categorize the mastery of subject matter among proficient teachers as very high, reflecting a consistent perception of its importance in teaching effectiveness.

In summary, the data indicates that proficient teachers exhibit very high levels of teaching effectiveness through their mastery of the subject matter. Their deep understanding of content is essential for providing accurate information, engaging students, and fostering trust and respect in the classroom. The consistently high mean scores across various statements highlight the critical role of subject expertise in enhancing student comprehension, connecting new information to prior knowledge, and addressing diverse learning needs. These findings underscore the importance of subject mastery as a fundamental component of effective

teaching, ultimately contributing to improved educational outcomes for students.

Under the Philippine Professional Standards for Teachers (PPST), Maloloy-on and Arnado (2023) evaluated the competence of primary school educators. They found that content knowledge and pedagogy significantly predict teaching performance, reinforcing the importance of subject mastery for effective instruction.

*Level of Teaching Effectiveness of Proficient Teachers in terms of Classroom Management*

The data in Table 20 evaluates the level of teaching effectiveness of proficient teachers in terms of classroom management, focusing on the statements with the highest and lowest mean values along with their standard deviations. "Effective classroom management is crucial for creating an environment conducive to learning," which had a mean score (M=4.72, SD=0.51). This indicates a strong agreement among respondents that effective classroom management is essential for fostering a positive learning environment, underscoring its importance in the teaching process.

TABLE 20. Level of Teaching Effectiveness of Proficient Teachers in terms of Classroom Management

STATEMENTS	MEAN	SD	REMARKS
Effective classroom management is crucial for creating an environment conducive to learning.	4.72	0.51	Strongly Agree
Teachers with strong classroom management skills are more effective in engaging students.	4.62	0.58	Strongly Agree
A well-managed classroom enhances student focus and minimizes disruptions. Classroom management directly impacts a teacher's ability to deliver lessons effectively.	4.71	0.52	Strongly Agree
Teachers who set clear expectations and maintain order improve their teaching effectiveness.	4.66	0.56	Strongly Agree
Effective classroom management helps students feel safe and respected, fostering better learning.	4.69	0.53	Strongly Agree
A teacher's ability to handle behavioral issues positively impacts overall teaching success.	4.65	0.60	Strongly Agree
Weighted Mean		4.67	
SD		0.55	
Verbal Interpretation		Very High	

On the other hand, "Teachers with strong classroom management skills are more effective in engaging students," which has a mean score (M=4.62, SD=0.58). While this score still reflects strong agreement, it suggests that there may be slightly less emphasis on the direct correlation between classroom management skills and student engagement compared to the overall importance of effective management for creating a conducive learning environment.

The overall weighted mean score (M=4.67, SD=0.55) categorize the teaching effectiveness of proficient teachers in terms of classroom management as very high, reflecting a consistent perception of its importance in the teaching process.

In summary, the data reveals that proficient teachers demonstrate strongly effective classroom management skills, which are essential for creating an optimal learning

environment. Their ability to manage classrooms effectively is closely linked to student engagement, focus, and overall instructional success. The consistently high mean scores across various statements highlight the critical role of clear expectations, minimizing disruptions, and fostering a safe and respectful atmosphere in enhancing teaching effectiveness. These findings underscore the importance of classroom management as a foundational element of effective teaching, ultimately contributing to improved educational outcomes for students.

You and Mantuhac (2024) highlighted the importance of equipping novice teachers with effective classroom management techniques to improve their teaching efficacy and foster a positive learning environment. The study suggested that targeted development programs can help bridge gaps in classroom management practices.

*Level of Teaching Effectiveness of Proficient Teachers in terms of Adaptability and Responsiveness*

The data in Table 21 evaluates the level of teaching effectiveness of proficient teachers in terms of adaptability and responsiveness, focusing on the statements with the highest and lowest mean values along with their standard deviations.

TABLE 21. Level of Teaching Effectiveness of Proficient Teachers in terms of Adaptability and Responsiveness

STATEMENTS	MEAN	SD	REMARKS
A teacher's adaptability to student needs enhances teaching effectiveness.	4.69	0.51	Strongly Agree
Responsive teaching that adjusts to real-time student feedback improves learning outcomes.	4.65	0.54	Strongly Agree
Teachers who adapt their instruction based on student understanding are more effective.	4.64	0.56	Strongly Agree
Flexibility in teaching methods is essential for addressing diverse learning styles.	4.67	0.51	Strongly Agree
Effective teachers adjust lesson pacing based on student comprehension and engagement levels.	4.65	0.54	Strongly Agree
A teacher's responsiveness to individual student questions and concerns enhances classroom learning.	4.69	0.55	Strongly Agree
Adaptable teaching practices allow for a more inclusive and effective learning environment.	4.71	0.48	Strongly Agree
Weighted Mean		4.67	
SD		0.53	
Verbal Interpretation		Very High	

The statement, "A teacher's adaptability to student needs enhances teaching effectiveness," which received a mean score (M=4.69, SD=0.51). This indicates a strong consensus among respondents that the ability of teachers to adapt their teaching strategies to meet the diverse needs of their students significantly contributes to their overall effectiveness in the classroom.

The overall weighted mean score (M=4.67, SD=0.53) categorize the teaching effectiveness of proficient teachers in terms of adaptability and responsiveness as very high, reflecting a consistent perception of its importance in the teaching process.

In summary, the data indicates that proficient teachers exhibit very high levels of teaching effectiveness through their adaptability and responsiveness to student needs. Their ability to adjust teaching methods based on real-time feedback and individual student understanding is essential for enhancing learning outcomes. The consistently high mean scores across various statements highlight the importance of flexibility in addressing diverse learning styles and maintaining student engagement. These findings underscore the significance of adaptability as a fundamental component of effective teaching, ultimately contributing to a more inclusive and successful educational experience for all students.

Delgado et al. (2021) examined the strategies implemented by Teach for the Philippines (TFP) to enhance teacher responsiveness and adaptability in addressing disruptions in

public education. The study underscored the importance of teacher well-being, data ownership, and involvement in policy discussions as key components of improving teaching effectiveness.

*Significant Relationship between the Educational Leadership of School Heads in terms of Leadership Skills to Organizational Commitment and Teaching Effectiveness*

Table 22 presents the significant relationships between the educational leadership of school heads in terms of leadership skills and various dimensions of organizational commitment and teaching effectiveness. The data reveals that all correlations are statistically significant ( $p < 0.001$ ), indicating a strong relationship between the leadership skills of school heads and the outcomes measured.

TABLE 22. Significant Relationship between the Educational Leadership of School Heads in terms of Leadership Skills to Organizational Commitment and Teaching Effectiveness

Educational Leadership of School Heads in terms of Leadership Skills		Affective Commitment	Continuance Commitment	Normative Commitment	Students' Engagement	Instructional Delivery	Mastery of the Subject Matter	Classroom Management	Adaptability and Responsiveness
Identifying and Mobilizing Resources	Pearson Correlation	.605	.628	.640	.542	.454	.384	.399	.440
	Significance (2- Tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	340	340	340	340	340	340	340	340
	Analysis	S	S	S	S	S	NS	NS	S
Initiating Action	Pearson Correlation	.601	.633	.598	.472	.457	.380	.361	.359
	Significance (2- Tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	340	340	340	340	340	340	340	340
	Analysis	S	S	S	S	S	NS	NS	NS
Managing Conflicts	Pearson Correlation	.647	.685	.662	.566	.454	.437	.435	.454
	Significance (2- Tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	340	340	340	340	340	340	340	340
	Analysis	S	S	S	S	S	S	S	S
Setting Appropriate Standards	Pearson Correlation	.618	.650	.640	.535	.518	.403	.455	.452
	Significance (2- Tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	340	340	340	340	340	340	340	340
	Analysis	S	S	S	S	S	S	S	S
Managing Change	Pearson Correlation	.678	.678	.635	.518	.508	.405	.364	.409
	Significance (2- Tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	340	340	340	340	340	340	340	340
	Analysis	S	S	S	S	S	S	S	S

\*Significant (S) Not Significant (NS)

Among the leadership skills analyzed, Managing Change shows the highest Pearson correlation with affective commitment at 0.678, suggesting that effective change management by school heads is strongly associated with teachers' emotional attachment to their school. This highlights the importance of school leaders in facilitating transitions and fostering a supportive environment that enhances teachers' commitment. Similarly, Managing Conflicts also demonstrates robust correlations across all commitment types and teaching

effectiveness, with a correlation of 0.647 for affective commitment, indicating that effective conflict management contributes significantly to teachers' emotional and normative commitments.

On the other hand, the lowest correlation is found in the area of Mastery of the Subject Matter, which has a Pearson correlation of 0.384 with affective commitment. While this still indicates a significant relationship, it suggests that the connection between leadership skills and teachers' emotional

commitment may be less pronounced in this area compared to others.

In general, the results highlight the crucial role that the leadership abilities of school heads play in boosting organizational commitment and improving the quality of instruction. Skills such as managing change and conflicts are particularly influential, emphasizing the need for school leaders to develop these competencies to positively impact both teacher commitment and student learning outcomes.

The process of identifying and mobilizing resources has seen significant advancements, as described by recent studies. According to Müller, Gernaldi, and Turner (2019), successful resource mobilization hinges on strategic resource planning and cross-functional collaboration. This perspective is echoed by a report from the Project Management Institute (2020), which emphasizes the role of technology in resource allocation, particularly through the use of project management software and data analytics.

Initiating action is increasingly recognized as a critical leadership function that drives organizational success. Kotter (2014) asserts that effective action initiation involves creating a sense of urgency and fostering a culture that encourages proactive behavior.

One of the most researched job attitudes in the psychological sciences is organizational commitment, which is frequently used to assess how employees feel about their

work, along with job satisfaction. Research on organizational commitment has mostly been conducted piecemeal, with no clear consensus on what organizational commitment actually is or how it should be conceptualized. To date, there is not one definition that is regarded as the best, but there are some common themes that can be seen throughout the many definitions in existence. For example, most definitions refer to organizational commitment in terms of a tie that binds employees to their organization (Allen, 2016). Other common definitions describe organizational commitment as loyalty, a psychological bond, identification with an organization, or something that drives one to give energy to and pursue activities for the good of one’s organization (Allen, 2016).

According to Jack, Alexander, and Jones (2024), gamification significantly increases student participation. They found that incorporating gamified elements, such as points and leaderboards, into flipped classroom environments can positively influence student motivation and engagement, though it cautions about potential challenges like superficial engagement.

In general, School Heads Leadership Skills has a strong relationship to the organizational commitment and teaching effectiveness among proficient teachers. This only indicates that leadership skills greatly affect the organizational commitment and teaching effectiveness of proficient teachers.

TABLE 23. Significant Relationship between the Educational Leadership of School Heads in terms of Supervisory Skills to Organizational Commitment and Teaching Effectiveness

Educational Leadership of School Heads in terms of Supervisory Skills	Affective Commitment	Continuance Commitment	Normative Commitment	Students' Engagement	Instructional Delivery	Mastery of the Subject Matter	Classroom Management	Adaptability and Responsiveness	
Decision-Making	Pearson Correlation	.631	.656	.646	.509	.465	.433	.374	.429
	Significance (2- Tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	340	340	340	340	340	340	340	340
	Analysis	S	S	S	S	S	S	NS	S
Planning and Organizing	Pearson Correlation	.698	.725	.676	.572	.519	.491	.394	.439
	Significance (2- Tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	340	340	340	340	340	340	340	340
	Analysis	S	S	S	S	S	S	NS	S
Promoting Optimal Performance	Pearson Correlation	.753	.720	.706	.573	.523	.510	.442	.509
	Significance (2- Tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	340	340	340	340	340	340	340	340
	Analysis	S	S	S	S	S	S	S	S
Promoting Technical and Professional Knowledge	Pearson Correlation	.716	.659	.655	.563	.502	.481	.424	.467
	Significance (2- Tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	340	340	340	340	340	340	340	340
	Analysis	S	S	S	S	S	S	S	S

\*Significant (S) Not Significant (NS)

Table 23 presents the significant relationships between the educational leadership of school heads in terms of supervisory skills and various dimensions of organizational commitment

and teaching effectiveness. The data reveals several noteworthy correlations, all of which are statistically significant ( $p < 0.001$ ), indicating a strong relationship

between the supervisory skills of school heads and the outcomes measured.

Among the dimensions analyzed, the highest Pearson correlation is found in the area of Promoting Optimal Performance, with a correlation coefficient of 0.753 for affective commitment. This suggests that effective leadership in promoting optimal performance is strongly associated with teachers' emotional attachment to their school and its mission. Similarly, the Planning and Organizing dimension also shows robust correlations across all commitment types and teaching effectiveness, with the highest correlation of 0.698 for affective commitment, indicating that effective planning and organization by school heads significantly enhance teachers' commitment and effectiveness.

On the other hand, the lowest correlation is observed in the Adaptability and Responsiveness category, which has a Pearson correlation of 0.429 with affective commitment. While this still indicates a significant relationship, it suggests that adaptability and responsiveness may not be as strongly linked to teachers' emotional commitment compared to other leadership skills.

Overall, the findings underscore the critical role of school heads' supervisory skills in fostering organizational commitment and enhancing teaching effectiveness, with particular emphasis on the importance of promoting optimal performance and effective planning and organizing. These insights highlight the need for school leaders to develop and refine their supervisory skills to positively impact both teacher commitment and student learning outcomes.

Organizational commitment tends to be conceptualized as either one or three factors. The unidimensional view of organizational commitment focuses on commitment based on feelings of attachment and loyalty to one's organization (Klein & Park, 2016).

Most of the research on organizational commitment has focused on the conceptualization of it as a single, affective factor. Thus, most meta-analytic findings were found using this one-factor approach. Organizational commitment is important because it is related to certain attitudinal and behavioral outcomes in the workplace. For example, organizational commitment is moderately related to less turnover and higher job performance in the workplace (Eisenberger et al., 2019; Rubenstein et al., 2017).

Charlotte (2024) highlights key areas for addressing student engagement challenges. The Education Insights Report captures prevailing attitudes and beliefs from superintendents, teachers, parents, and students, emphasizing the need for targeted strategies to enhance engagement in educational settings. MacLeod and Nápoles (2015) found that teacher delivery significantly impacts perceptions of teaching effectiveness, regardless of student progress. High teacher delivery was the strongest predictor of overall effectiveness, suggesting that how teachers present content is critical. Cumberland et al. (2016) explore global leadership competencies, emphasizing the need for frameworks to assess and develop leadership skills essential for mobilizing resources across cultural and organizational boundaries. The

study highlights systematic methods for HR professionals to identify and nurture these competencies.

In general, School Heads Supervisory Skills has a strong relationship to the organizational commitment and teaching effectiveness among proficient teachers. This only indicates that leadership skills greatly affect the organizational commitment and teaching effectiveness of proficient teachers.

Table 24 examines the significant relationships between the educational leadership of school heads in terms of interpersonal skills and various dimensions of organizational commitment and teaching effectiveness. The data indicates that all correlations are statistically significant ( $p < 0.001$ ), highlighting the strong influence of interpersonal skills on the outcomes measured.

The statement with the highest Pearson correlation is Effective Communication, which shows a correlation of 0.757 with affective commitment. This suggests that effective communication by school heads is crucial for fostering teachers' emotional attachment to their school, emphasizing the importance of clear and open dialogue in building a supportive educational environment. Following closely is the Ability to Build Strong Relationships, which has a correlation of 0.752 with affective commitment, indicating that strong interpersonal relationships between school leaders and teachers significantly enhance teachers' emotional commitment to their work.

In contrast, the lowest correlation is found in the area of Mastery of the Subject Matter, which has a Pearson correlation of 0.342 with the ability to build strong relationships. While this still indicates a significant relationship, it suggests that the connection between interpersonal skills and teachers' emotional commitment may be less pronounced in this area compared to others.

Overall, the findings underscore the critical role of school heads' interpersonal skills in enhancing organizational commitment and teaching effectiveness. Skills such as effective communication and relationship-building are particularly influential, highlighting the need for school leaders to cultivate these competencies to positively impact teacher commitment and student learning outcomes.

Warren (2021) explores the role of teacher leadership in classrooms, demonstrating how educators who initiate actions positively influence student outcomes and classroom dynamics. His review indicates that action-oriented teachers inspire higher academic performance and cultivate leadership qualities among students.

Behget et al. (2023) emphasize the necessity of embedding leadership and management standards within healthcare and social care sectors. Their review identifies gaps in existing leadership training programs and advocates for the creation of universal standards to improve leadership consistency and effectiveness.

In general, School Heads Interpersonal Skills has a strong relationship to the organizational commitment and teaching effectiveness among proficient teachers. This only indicates that leadership skills greatly affect the organizational commitment and teaching effectiveness of proficient teachers.

TABLE 24. Significant Relationship between the Educational Leadership of School Heads in terms of Interpersonal Skills to Organizational Commitment and Teaching Effectiveness

Educational Leadership of School Heads in terms of Interpersonal Skills		Affective Commitment	Continuance Commitment	Normative Commitment	Students' Engagement	Instructional Delivery	Mastery of the Subject Matter	Classroom Management	Adaptability and Responsiveness
Effective Communication	Pearson Correlation	.757	.684	.695	.562	.514	.471	.416	.452
	Significance (2- Tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	340	340	340	340	340	340	340	340
	Analysis	S	S	S	S	S	S	S	S
Ability to Build Strong Relationships	Pearson Correlation	.752	.684	.643	.562	.424	.417	.342	.388
	Significance (2- Tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	340	340	340	340	340	340	340	340
	Analysis	S	S	S	S	S	S	NS	NS
Conflict Resolution	Pearson Correlation	.725	.711	.661	.576	.428	.431	.354	.402
	Significance (2- Tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	340	340	340	340	340	340	340	340
	Analysis	S	S	S	S	S	S	NS	S
Capacity to Delegate	Pearson Correlation	.769	.769	.754	.620	.478	.467	.397	.471
	Significance (2- Tailed)	.000	.000	.000	.000	.000	.000	.000	.000
	N	340	340	340	340	340	340	340	340
	Analysis	S	S	S	S	S	S	NS	S

\*Significant (S) Not Significant (NS)

#### IV. CONCLUSION AND RECOMMENDATIONS

Based on the foregoing findings, the following conclusions were drawn.

There is a significant relationship between School Heads Educational Leadership in terms of Leadership Skills and Organizational Commitment and Teaching Effectiveness. This mean that the Educational Leadership of School heads serve as the backbone in enhancing the leadership skills of school heads in terms of identifying and mobilizing resources, initiating action, managing conflicts, setting appropriate standards and managing change.

Meanwhile, there is a significant relationship between School Heads Educational Leadership in terms of Supervisory Skills and Organizational Commitment and Teaching Effectiveness. This means that supervisory skills of school heads greatly affect the organizational commitment of proficient teachers. On the other hand, in terms of the teaching effectiveness, it showed that classroom management does not affect the supervisory skills of school heads in terms of decision-making and planning and organizing only.

Lastly, there is a significant relationship between School Heads Educational Leadership in terms of Interpersonal Skills and Organizational Commitment and Teaching Effectiveness. This means that interpersonal skills of school heads greatly affect the organizational commitment of proficient teachers. Meanwhile, in terms of teaching effectiveness, it demonstrates that classroom management, adaptability and responsiveness do not have relationship to school heads interpersonal skills in

terms of ability to build strong relationships, conflict resolution and capacity to delegate.

Based on the drawn conclusions resulted in the following recommendations:

School Heads may create programs that enhances teachers teaching effectiveness in terms of classroom management and adaptability and responsiveness.

Teachers may attend different trainings, workshops and seminars that enhances their teaching effectiveness.

Teachers may also regularly evaluate their teaching effectiveness through the help of their head teachers and master teachers in developing new teaching methods and strategies that are suited to the needs of their learners.

As part of School Heads Leadership Skills, it is suggested that they foster transformational leadership practices. This inspires and motives teachers to exceeds on their own expectations. This style encourages leaders to provide a clear vision and support for professional growth, which can enhance teachers' intrinsic motivation and job satisfaction.

School heads may facilitate regular professional development opportunities through School Learning Action Cell (SLAC) that allow teachers to share best practices, engage in peer observations, and participate in collaborative planning sessions.

School heads may establish regular, formalized processes for providing feedback to teachers, such as performance reviews or peer evaluations. This structured approach allows teachers to receive constructive feedback on their teaching practices while also providing them with a platform to voice

their concerns and suggestions. By ensuring that feedback is clear, actionable, and supportive, school leaders can foster a culture of continuous improvement and commitment among teachers, even in the absence of strong interpersonal skills.

School heads may also focus on creating an environment where collaboration, respect, and shared values are prioritized. This can be achieved through team-building activities, recognition programs for outstanding teaching, and opportunities for teachers to collaborate on projects. By promoting a positive and inclusive school culture, school leaders can help teachers feel more connected to their colleagues and the school mission, which can lead to increased motivation and effectiveness in their teaching practices.

For future researchers, they may also conduct parallel study using other variables and contexts dealing with teaching effectiveness among proficient teachers that is aligned to the competency standard of the Philippine Professional Standards for Teachers.

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