

# Principal's Leadership Style to the Teachers' Organizational Commitment and Productivity

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**Abstract**—This research investigated the principals' leadership styles to the teachers' organizational commitment and productivity. Specifically, it determine the level of leadership style of principals, as well as the level of teachers' organizational commitment and productivity. Additionally, the relationship between the principal's leadership style to the teachers' organizational commitment and teachers' productivity were realized. In conducting this study, a descriptive research design was employed. The respondent of the study involved 160 selected teachers in the sub offices of Liliw, Nagcarlan, Majayjay, Magdalena and Rizal. There were 6 public elementary schools in Magdalena, 20 in Nagcarlan, 8 in Liliw, 3 in Rizal and 8 in Majayjay sub offices respectively. Validated self-made questionnaire was used to gather necessary data. Based from the data, findings were shown as follows: As to the level of leadership approach of principal, the verbal interpretation across six key indicators were all rated as "Very High." The level of teachers' organizational commitment and productivity across all indicators are verbally interpreted as very high. For the relationship between the leadership styles of principal and the teachers' organizational commitment and productivity, both shows no significance, leading to the acceptance of both hypotheses. The findings and conclusions above provided pieces of information that can either be used or acted upon by teachers and other future researchers alike. Hence, the author of this research recommended the following. Encourage principals to consider adopting leadership approaches that poster emotional connection and commitment to teachers to create a supportive climate that encourages teacher involvement, innovation, and continuous growth, ultimately leading to improved educational outcomes for students and the broader school community. Also, school leaders may implement leadership approaches based on school context including factors like size, community environment, policy landscape, and staff dynamics, and then flexibly apply or combine leadership approaches to address evolving needs and maximize impact.

**Keywords**—Teachers' productivity, commitment, leadership approaches, organizational climate.

## I. INTRODUCTION

In today's educational environment, in order to achieve excellent performance, there must be dedicated teachers in schools who worked productively and committedly headed by principals with great and effective leadership style.

Principal's leadership style was vital in boosting employees' commitment to the organization. (Aboramadan & Dahleez, 2020). This referred to the behavioral approach employed by leaders to influence, motivate, and direct their followers. This established how leaders executed strategies and plans to achieve certain goals, taking into account

stakeholder expectations as well as the health and integrity of their workforce.

To enhance the performance of an organization, a leader must build a situation that encourages fun and excitement, adequate coaching or training for the development of key skills, team building, and motivating through material or intangible incentives (Al Amiri et al., 2020)

Meanwhile, teacher commitment signified a dedication and emotional connection a teacher has to their profession, students, and the school environment. It involved a willingness to invest time and effort beyond the required duties, demonstrating a genuine passion for teaching and a strong belief in its importance. Committed teachers were more likely to be engaged in their work, showed dedication to student success, and actively sought opportunities for professional growth.

Additionally, a teacher's effective and biased commitment to organization was known as organizational commitment. This kind of dedication needed someone to perform their part to succeed.

Furthermore, teacher work productivity had an important and strategic role in realizing quality education. This generally referred to the effectiveness and efficiency with which teachers deliver instruction and manage their classroom, leading to student learning gains. It's not just about completing tasks quickly, but also about ensuring those tasks contributed to a rich and engaging learning environment.

A principal needed to have the ability to know the most effective leadership style that was suitable for an organization or situation to succeed. Understanding one's leadership style allowed a leader to take ownership, control, and responsibility for the size and scope of the tasks ahead.

This study entitled "Principals' Leadership Style to the Teachers' Organizational Commitment and Productivity" aimed to stress out the significance of the different leadership styles of principals to the level of commitment and level of productivity of teachers.

### 1.1 Statement of the Problem

*Problem/s which were addressed by the research*

This study aimed to determine the principals' leadership styles to the teachers' organizational commitment and productivity.

Specifically, it sought to answer the following questions:

1. What was the level of leadership style of principal as a:
  - 1.1. Charismatic Leader;
  - 1.2. Cross Cultural Leader;

- 1.3 Servant Leader;
- 1.4 Situational Leader;
- 1.5 Transactional Leader; and
- 1.6 Transformational Leader?
- 2. What was the level of teachers' organizational commitment in terms of:
  - 2.1 Affective Commitment;
  - 2.2 Continuance Commitment; and
  - 2.3 Normative Commitment?
- 3. What was the level teachers' productivity in terms of:
  - 3.1 Classroom Management;
  - 3.2 Collaboration and Teamwork;
  - 3.3 Institutional Skills and Planning;
  - 3.4 Student engagement and participation;
  - 3.5 Time Management; and
  - 3.6 Use of Technology?
- 4. Did the principal's leadership style have a notable connection to the teachers' dedication to the organization?
- 5. Was there a strong correlation between the principal's leadership style and the teachers' productivity?

II. METHODOLOGY

This study used a descriptive research methodology. The respondent of the study involved 160 selected teachers in the sub offices of Liliw, Nagcarlan, Majayjay, Magdalena and Rizal. There were 6 public elementary schools in Magdalena, 20 in Nagcarlan, 8 in Liliw, 3 in Rizal and 8 in Majayjay sub offices respectively. Validated self-made questionnaire was used to gather necessary data.

III. RESULTS AND DISCUSSION

The discussion of data presentation, analysis, and interpretation was the focus of this section. It presented the data gathered about the significant relationship between principals' leadership style and the teachers' organizational commitment and productivity. In particular, the study sought to address the following:

*Level of Leadership Approach of Principal*

In this study, the level of leadership approach of principal referred to Charismatic Leader, Cross Cultural Leader, Servant Leader, Situational Leader, Transactional Leader, and Transformational Leader.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 1 presents data on the level of leadership approach of a principal, specifically in terms of charismatic leadership.

The overall mean of 4.47 with an SD of 0.71 was interpreted as "Very High," indicating a strong presence of charismatic leadership traits in the principal. This meant that the approach is highly evident. This meant that the principals' strong personal presence and ability were key elements of charismatic leadership.

Aquino and Valdez (2020) explored the impact of charismatic leadership on employee commitment in Philippine manufacturing firms. They found that charismatic leadership played a pivotal role in fostering high levels of employee

commitment. Charismatic leaders, by virtue of their ability to inspire and motivate, created a sense of loyalty and devotion among their followers. Aquino and Valdez emphasized that employees who perceived their leaders as charismatic were more likely to be engaged and committed to the organization's goals, which translates into better overall performance. The study also highlighted the emotional connection charismatic leaders forge with their employees, making them feel valued and empowered.

TABLE 1. Level of Leadership Approach of Principal in terms of Charismatic Leader

Statements	Mean	SD	Remarks
My principal has a strong personal presence that motivates me.	4.34	0.72	Strongly Agree
My principal effectively communicates their vision and goals.	4.49	0.70	Strongly Agree
My principal builds strong relationships with staff.	4.55	0.72	Strongly Agree
My principal encourages originality and creativity in instructional strategies.	4.45	0.71	Strongly Agree
My principal instills confidence and enthusiasm in the teaching staff.	4.49	0.68	Strongly Agree
<b>Weighted Mean</b>	<b>4.47</b>		
<b>SD</b>	<b>0.71</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

*Level of leadership approach of principal in terms of Cross Cultural*

Table 2 presents data on the level of leadership approach of a principal, specifically in terms of cross-cultural leadership.

The overall weighted mean of table 2 below was 4.48 with SD of 0.67 was interpreted as "Very High," indicating strong leadership approach of principal in terms of Cross-Cultural Leadership. This meant that the approach was highly evident. This meant that the principals' ability to value diversity, promote inclusivity, address cultural difference, foster collaboration and integrate cultural sensitivities into policies were all highly regarded. These findings suggested that the principal was effectively creating an inclusive and culturally responsive school environment.

TABLE 2. Level of Leadership Approach of Principal in terms of Cross Cultural Leader

Statements	Mean	SD	Remarks
My principal respects and values diverse perspectives within our school.	4.58	0.64	Strongly Agree
My principal promotes inclusivity in decision-making processes.	4.44	0.71	Strongly Agree
My principal addresses cultural differences effectively in our community.	4.48	0.64	Strongly Agree
My principal promotes cross-cultural collaboration and dialogue.	4.41	0.68	Strongly Agree
My principal is aware of cultural sensitivities and integrates them into school policies.	4.47	0.69	Strongly Agree
<b>Weighted Mean</b>	<b>4.48</b>		
<b>SD</b>	<b>0.67</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Rodriguez and Tan (2020) examined the role of cross-cultural leadership in multinational companies operating in the Philippines. The study found that Filipino leaders, who embraced cultural diversity and adapted their leadership styles to fit the local and global contexts, were more successful in

fostering employee engagement and organizational performance. The research suggested that Filipino leaders who value inclusivity and adapt their communication and decision-making approaches to fit cultural norms, can bridge differences effectively, leading to better outcomes in a diverse work environment. The study also discussed how Philippine leadership needed to integrate both Western leadership models and local cultural values to manage a multicultural workforce effectively. This created a well-structured educational setup among learners.

Table 3 presents data on the level of leadership approach of a principal, specifically in terms of servant leadership.

TABLE 3. Level Of leadership approach of principal in terms of Servant Leader

Statements	Mean	SD	Remarks
My principal prioritizes the needs of teachers and students above their own.	4.46	0.68	Strongly Agree
My principal encourages collaboration among staff.	4.53	0.66	Strongly Agree
My principal actively seeks to develop my professional skills.	4.43	0.70	Strongly Agree
The principal reassures a culture of trust and empathy within the school.	4.51	0.65	Strongly Agree
My principal encourages teamwork and respects the opinions of all.	4.49	0.74	Strongly Agree
<b>Weighted Mean</b>	<b>4.48</b>		
<b>SD</b>	<b>0.69</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The overall weighted mean of 4.48 with SD of 0.69 was interpreted as "Very High," indicating a strong leadership approach of principal in terms of servant leader. This meant that the approach is highly evident.

Based from the results, the leadership approach of principal in terms of servant leader was highly regarded for its emphasis on collaboration, professional development, trust, and prioritization of needs. This approach not only enhanced the school environment but also contributed to the personal and professional growth of teachers and students alike.

Mendoza and Alvarez (2021) examined the impact of servant leadership on employee job satisfaction in various organizations across the Philippines. The study found that employees who worked under servant leaders reported higher levels of job satisfaction, organizational commitment, and motivation. Servant leadership was shown to improve employee relations, with leaders focusing on nurturing and mentoring their subordinates, which in turn promoted a positive organizational climate. The authors emphasized that servant leadership's focus on the well-being and development of employees was particularly suited to Filipino workplace culture, which valued interpersonal relationships, loyalty, and collaboration. Leaders who practiced servant leadership prioritize the growth of their team, leading to greater employee satisfaction and retention.

Table 4 presents data on the level of leadership approach of a principal, specifically in terms of Situational leadership.

The weighted mean was 4.46 with SD of 0.67 was interpreted as "Very High," indicating a strong leadership approach of principal in terms of situational leadership. This meant that the approach was highly evident.

Based from the result, principal's adaptive leadership style was highly regarded for its flexibility, responsiveness, and ability to balance guidance with autonomy. This approach not only supported staff development but also ensured that the school remained agile and responsive to diverse challenges, ultimately contributing to a more effective and supportive educational environment.

TABLE 4. Level Of Leadership Approach of Principal in terms of Situational Leader

Statements	Mean	SD	Remarks
My principal adapts their leadership style based on the situation.	4.41	0.69	Strongly Agree
My principal provides guidance when needed but allows autonomy.	4.44	0.70	Strongly Agree
My principal is responsive to the needs of the staff.	4.52	0.63	Strongly Agree
My principal is flexible and changes their approach based on specific challenges.	4.51	0.66	Strongly Agree
The principal provides guidance tailored to the needs of different teaching tasks.	4.41	0.67	Strongly Agree
<b>Weighted Mean</b>	<b>4.46</b>		
<b>SD</b>	<b>0.67</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

In their paper, Francis Thaise A. Cimene and Alan N. Aladano (2022) discussed how Filipino cultural values influence leadership styles in the Philippine context. The authors emphasized that Filipino leaders often adopted situational leadership approaches, adapting their strategies to the needs of their followers and the challenges they faced in different settings., offering a broader understanding of leadership in the country.

Table 5 presents data on the level of leadership approach of a principal, specifically in terms of transactional leadership.

TABLE 5. Level of Leadership Approach of Principal in terms of Transactional Leader

Statements	Mean	SD	Remarks
My principal uses rewards and punishments to manage staff performance.	4.43	0.71	Strongly Agree
My principal focuses on maintaining routine and structure.	4.49	0.68	Strongly Agree
My principal sets clear expectations for teacher performance	4.51	0.67	Strongly Agree
My principal ensures accountability through monitoring and evaluation.	4.48	0.67	Strongly Agree
My principal sets clear goals for teachers.	4.49	0.66	Strongly Agree
<b>Weighted Mean</b>	<b>4.48</b>		
<b>SD</b>	<b>0.68</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The overall weighted mean was 4.48 with SD of 0.68 was interpreted as "Very High," indicating a strong leadership approach of principal in terms of Transactional Leader. This meant that the approach was highly evident.

According to the findings, the principal's adaptive leadership approach scored well for its predictability and structure, clear expectations, accountability, and defined objectives. This approach ensured effectiveness in managing routine operations and ensuring compliance with the standards across different cultural contexts.

Mariano and Garcia (2020) examined the role of transactional leadership in the Philippine government sector, specifically focusing on how transactional leadership influenced job performance and satisfaction. They suggested that the use of rewards and punishments in such settings enhanced efficiency and accountability. However, the study also found that transactional leadership may hinder employee creativity, which was a challenge in public sector innovation

Table 6 presents data on the level of leadership approach of a principal, specifically in terms of transformational leadership.

TABLE 6. Level Of Leadership Approach of Principal in terms of Transformational Leader

Statements	Mean	SD	Remarks
My principal inspires me to achieve my highest potential.	4.20	0.93	Strongly Agree
My principal promotes a shared vision for our school.	4.36	0.74	Strongly Agree
My principal encourages innovative teaching practices.	4.43	0.66	Strongly Agree
My principal encourages originality and creativity in instructional strategies.	4.50	0.66	Strongly Agree
My principal pushes educators to go beyond what they can do now.	4.48	0.70	Strongly Agree
<b>Weighted Mean</b>	<b>4.39</b>		
<b>SD</b>	<b>0.75</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The weighted mean of 4.39 with SD of 0.75 interpreted as Very High suggested strong Level of leadership approach of principal in terms of Transformational Leader. This meant that the approach was highly evident.

Based from the results, the level of leadership approach of principal in terms of Transformational Leader was significantly enhancing employee motivation and commitment to organizational goals.

Villar and Aquino (2022) explored the relationship between transformational leadership and employee performance in Philippine educational institutions.

The study found that transformational leadership was a significant predictor of employee performance, particularly through the encouragement of innovation, personal development, and a shared vision. The study emphasized that in educational institutions, transformational leaders were effective in motivating faculty and staff to embrace change and continuously improve their teaching practices. By fostering a shared vision of educational excellence, transformational leaders contributed to enhanced organizational success and academic achievement.

*Level of Teachers' Organizational Commitment*

In this study, the level of teachers' organizational commitment referred to Affective Commitment, Continuance Commitment, and Normative Commitment.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table presents data on the teachers' organizational commitment in terms of affective commitment.

The table showed data on Level of teachers' organizational commitment in terms of Affective Commitment. The weighted

mean was 4.52 with SD of 0.68 represented as very high. This meant that the teachers were highly committed in terms of Affective commitment.

TABLE 7. Level of Teachers' Organizational Commitment in terms of Affective Commitment

Statements	Mean	SD	Remarks
My principal's leadership makes me feel emotionally attached to my school.	4.49	0.68	Strongly Agree
My principal's leadership makes me proud to be a part of this school community.	4.48	0.69	Strongly Agree
My principal's leadership makes me enjoy working with my colleagues.	4.56	0.67	Strongly Agree
My principal's leadership increases my desire to remain a part of this school.	4.55	0.67	Strongly Agree
I feel proud to work under my principal's leadership.	4.54	0.67	Strongly Agree
<b>Weighted Mean</b>	<b>4.52</b>		
<b>SD</b>	<b>0.68</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Based from the results, the level of teachers' organizational commitment in terms affective commitment was significantly enhancing.

Delos Reyes and Castillo (2020) examined the different dimensions of organizational commitment among Filipino teachers, with a specific focus on affective commitment. Their study found that teachers with high levels of affective commitment were more motivated to perform well in their roles and had better relationships with their colleagues. The study indicated that affective commitment was positively correlated with job satisfaction, as teachers who felt an emotional attachment to their school were more likely to be satisfied with their job and committed to the institution. However, they also noted that challenges such as workload stress and low remuneration could diminish teachers' emotional attachment to their work.

Table 8 presents data on the level of teachers' organizational commitment in terms of continuance commitment.

TABLE 8. Level of Teachers' Organizational commitment in terms of Continuance Commitment

Statements	Mean	SD	Remarks
I feel that leaving this school would be difficult for me.	4.55	0.63	Strongly Agree
I have invested a lot in my career here, which makes it hard to leave.	4.56	0.56	Strongly Agree
I believe that staying at this school is beneficial for my career.	4.54	0.60	Strongly Agree
I am committed to this school because I fear the potential loss of benefits or opportunities.	4.46	0.64	Strongly Agree
My principal's leadership encourages me to stay, considering the risks of leaving.	4.43	0.76	Strongly Agree
<b>Weighted Mean</b>	<b>4.51</b>		
<b>SD</b>	<b>0.64</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The table showed data on Level of teachers' organizational commitment in terms of Continuance Commitment. The weighted mean was 4.51 with SD of 0.64 represented as very high. This meant that the teachers were highly committed in terms of Continuance Commitment.

Based from the results, the level of teachers' organizational commitment in terms of continuance

commitment was positive for school stability and performance.

De Leon and Torres (2021) explored the role of continuance commitment in teacher retention within public schools in the Philippines. They found that teachers who perceived that leaving the profession would entail high costs, such as difficulty finding new employment or loss of benefits, exhibited strong continuance commitment. The study highlighted that salary concerns, job security, and lack of alternative opportunities were crucial factors driving continuance commitment. While teachers with high continuance commitment were less likely to leave, the authors emphasized that this type of commitment was often driven by external factors rather than intrinsic satisfaction, which could have implications for long-term job engagement and overall school performance.

Table 9 was about the level of teachers' organizational commitment in terms of Normative Commitment.

TABLE 9. Level of Teachers' Organizational Commitment in terms of Normative Commitment

Statements	Mean	SD	Remarks
I feel a sense of obligation to remain with this school.	4.46	0.61	Strongly Agree
I feel that my commitment to this school is expected by others.	4.46	0.60	Strongly Agree
I believe that it is important to support my colleagues by staying here.	4.43	0.63	Strongly Agree
My principal's leadership enhances my sense of moral responsibility to stay at the school.	4.38	0.72	Strongly Agree
My principal's leadership fosters a sense of duty to remain at this school.	4.39	0.69	Strongly Agree
<b>Weighted Mean</b>	<b>4.42</b>		
<b>SD</b>	<b>0.65</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The table showed data on Level of teachers' organizational commitment in terms of Normative Commitment. The weighted mean was 4.42 with SD of 0.65 represented as very high. This meant that the teachers were highly committed in terms of Normative Commitment.

Based from the results, there was strong normative commitment that contributes positively to staff retention and a cohesive school environment.

Cruz and Reyes (2021) examined normative commitment among public school teachers in the Philippines. They found that teachers' sense of moral obligation to stay with their institutions was influenced by factors such as strong school values, ethics, and professional pride. Teachers who felt aligned with the mission and vision of their schools exhibited higher levels of normative commitment, as they felt they had an ethical duty to contribute to the organization's goals. Additionally, the research found that these sentiments of moral duty were strengthened by a positive school culture and strong leadership support.

#### Level of Teachers' Productivity

In this study, the level of teachers' productivity referred to Classroom Management, Collaboration and Teamwork, Institutional Skills and Planning, Student engagement and participation, Time Management and Use of Technology.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

#### Level of Teachers' Productivity in terms of Classroom Management

Table 10 shows the Level of teachers' productivity in terms of Classroom Management.

The weighted mean was 4.48 with SD of 0.65 represented as very high. This meant that the teachers were highly committed in terms of Normative Commitment. Based from the results, teachers strongly agreed that the principal provided effective guidance, supports discipline, and enhanced their confidence in managing student behavior. This leadership was seen as having a major positive impact on the learning environment and academic results in the classroom.

TABLE 10. Level of Teachers' Productivity in terms of Classroom Management

Statements	SD	Remarks
My principal provides guidance on effective classroom management strategies.	4.46 0.70	Strongly Agree
I feel confident managing my classroom because of the support from my principal.	4.44 0.68	Strongly Agree
My principal helps me maintain discipline and order in the classroom.	4.49 0.67	Strongly Agree
My principal's leadership positively impacts my ability to manage student behaviour.	4.53 0.68	Strongly Agree
The leadership of my principal has helped improve my classroom environment and learning outcomes.	4.48 0.69	Strongly Agree
<b>Weighted Mean</b>	<b>4.48</b>	
<b>SD</b>	<b>0.68</b>	
<b>Verbal Interpretation</b>	<b>Very High</b>	

The function of classroom management techniques in improving teacher efficacy in the Philippines was investigated by Bello & Dela Cruz (2021). Their study focused on how teachers' use of structured routines, clear expectations, and consistent discipline positively impacted students' behavior and academic performance. The authors found that teachers who were skilled in managing classrooms were better able to foster a positive learning environment, where students were more engaged and motivated. However, they also noted that teachers in under-resourced schools struggled more with classroom management due to large class sizes and limited support. According to the study, teacher effectiveness might be greatly increased by professional development programs that emphasize classroom management techniques.

Table 11 shows the Level of teachers' productivity in terms of collaboration and teamwork.

The weighted mean score was 4.53 and SD of 0.67 which was verbally interpreted as very high. This meant that teachers' productivity in terms of collaboration and teamwork is highly productive.

Based from the result, the principal effectively promoted collaboration among staff and students. The principal was seen as actively fostering a supportive team environment, encouraging teamwork, resource sharing, and facilitating team-building activities, which strengthens the overall collaborative culture in the school.

TABLE 11. Level of Teachers' Productivity In Terms of Collaboration and Teamwork

Statements	Mean	SD	Remarks
My principal fosters a collaborative environment among staff.	4.51	0.68	Strongly Agree
My principal facilitates team-building activities for staff	4.50	0.66	Strongly Agree
My principal encourage collaboration between different student groups	4.50	0.66	Strongly Agree
My principal encourages team teaching and sharing of resources.	4.53	0.68	Strongly Agree
My principal created a supportive team environment.	4.58	0.67	Strongly Agree
<b>Weighted Mean</b>	<b>4.53</b>		
<b>SD</b>	<b>0.67</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Cruz & Hernandez (2021) investigated the role of collaboration and teamwork in improving teaching effectiveness in the Philippines. Their study found that teachers who actively collaborated with their colleagues showed higher levels of job satisfaction and a greater sense of efficacy in the classroom. Collaborative practices, such as co-teaching, peer feedback, and joint lesson planning, not only enhanced teachers' professional development but also led to more engaging classroom environments for students. However, the study also identified challenges such as time constraints and a lack of resources, which hindered teachers' ability to engage in collaborative activities regularly.

Table 12 shows the Level of teachers' productivity in terms of institutional skills and planning.

TABLE 12. Level of teachers' productivity in terms of Institutional Skills and Planning

Statements	Mean	SD	Remarks
My principal actively participates in curriculum planning.	4.51	0.62	Strongly Agree
My principal provides constructive feedback on instructional practices.	4.49	0.67	Strongly Agree
My principal provides clear vision regarding skill development for both staff and students	4.54	0.67	Strongly Agree
My principal effectively does the implement plans that enhance institutional skills and capabilities	4.53	0.70	Strongly Agree
My principal involves stakeholders (teachers, parents, community) in institutional planning.	4.58	0.66	Strongly Agree
<b>Weighted Mean</b>	<b>4.53</b>		
<b>SD</b>	<b>0.67</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The weighted mean of 4.53 and SD of 0.67 and a verbal interpretation of Very High. This meant that teachers' productivity in terms of Institutional skills was very productive.

Based from the result, the principal was actively engaged in curriculum planning and instructional leadership. The principal provided clear vision, constructive feedback, and effectively implements plans to enhance skills and capabilities. Additionally, the principal fostered inclusive institutional planning by involving key stakeholders such as teachers, parents, and the community.

The significance of institutional planning and development in Philippine public schools was examined by Delos Reyes & Santos (2020). Their study emphasized that schools with clear long-term goals, proper resource allocation, and strategic

planning processes demonstrated higher levels of academic success and overall institutional growth. They found that strong institutional skills such as leadership planning, curriculum development, and resource management were key drivers for improving school performance. The authors also noted that successful schools had planning processes that incorporated feedback from various stakeholders, including students, teachers, and parents, to ensure that the plans were responsive to the community's needs.

*Level of Teachers' Productivity in terms of Student Engagement and Participation*

Table 13 presents the level of teachers' productivity in terms of student engagement and participation.

The weighted mean score of 4.56 and SD of 0.64 that was verbally interpreted as Very High. This meant that teachers' productivity in terms of student engagement and participation is highly productive.

Based from the result, the principal encouraged active participation, innovative teaching, student voice, and collaboration in school activities, creating a positive and inclusive learning environment.

TABLE 13. Level of Teachers' Productivity in terms of Student Engagement and Participation

Statements	Mean	SD	Remarks
My principal emphasizes the importance of student engagement in lessons.	4.53	0.65	Strongly Agree
My principal encourages innovative teaching methods to enhance student participation.	4.55	0.63	Strongly Agree
My principal encourages pupils to participate in school activities.	4.59	0.63	Strongly Agree
My principal fosters an environment that encourages student voice and choice.	4.56	0.63	Strongly Agree
My principal engages collaboration with students on projects for the school community	4.58	0.66	Strongly Agree
<b>Weighted Mean</b>	<b>4.56</b>		
<b>SD</b>	<b>0.64</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Gonzales & Rivera (2021) examined student engagement and participation in the Philippines' public school system. Their study found that engagement was significantly influenced by the teacher's ability to create interactive learning environments and foster meaningful relationships with students. The authors highlighted that the use of active learning techniques, such as group discussions, hands-on projects, and peer collaboration, increased student participation and enthusiasm for learning.

However, they noted that large class sizes and limited access to technology posed challenges for fully engaging students. This research emphasized the importance of a student-centered approach to enhance engagement in Filipino schools.

Table 14 presents the level of teachers' productivity in terms of Time Management.

The weighted mean of 4.45 and SD of 0.64 which was verbally interpreted as very high. This meant that the time management of teachers were highly productive.

Based from the result, principal encourages efficient use of time, provides helpful strategies, and fosters a school culture that values meeting deadlines and managing time well.

TABLE 14. Level of Teachers' Productivity in terms of Time Management

Statements	Mean	SD	Remarks
My principal's leadership helps me manage my time effectively.	4.38	0.65	Strongly Agree
The principal encourages efficient use of time in lesson planning and classroom activities.	4.46	0.63	Strongly Agree
My principal provides strategies for improving time management.	4.43	0.65	Strongly Agree
I am able to meet deadlines and goals due to the time management support from my principal.	4.52	0.62	Strongly Agree
The principal's leadership enables a school culture that values efficient time management.	4.48	0.63	Strongly Agree
<b>Weighted Mean</b>	<b>4.45</b>		
<b>SD</b>	<b>0.64</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Alyami, Khan, & Aslam (2021) explored the impact of time management on the academic performance of university students in Pakistan. Their study found that students who adopted effective time management practices, such as creating study schedules and avoiding procrastination, performed significantly better academically. The authors emphasized that students who planned their tasks and set specific academic goals experienced less stress and demonstrated improved results. However, the study also noted that students facing challenges such as lack of resources or excessive workload were less likely to utilize time management strategies effectively.

Table 15 below was about the level of teachers' productivity in terms of use of technology.

TABLE 15. Level of Teachers' Productivity in terms of Use of Technology

Statements	Mean	SD	Remarks
My principal encourages the integration of technology in teaching practices.	4.52		Strongly Agree
My principal provides adequate training on new technologies for teachers	4.34		Strongly Agree
The principal provides access to technological resources to enhance productivity.	4.40		Strongly Agree
I feel motivated to integrate technology into my teaching because of my principal's leadership.	4.41		Strongly Agree
My principal supports professional development related to technology usage.	4.48		Strongly Agree
<b>Weighted Mean</b>	<b>4.43</b>		
<b>SD</b>	<b>0.65</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The weighted mean of 4.43 and SD of 0.65 which was verbally interpreted as very high.

This meant that teachers' productivity in terms of the use of technology is very high. Based from the result, the principal provided training, resources, and professional development, motivating teachers to integrate technology effectively in their classrooms.

The use of technology in Filipino classrooms and its influence on student participation and learning results was examined by Manalo and Velasquez (2021). The study found that when technology was integrated into teaching strategies,

students showed a higher level of engagement, which led to improved learning outcomes. Manalo and Velasquez (2021) discussed how online learning tools and digital resources allowed for more interactive learning experiences and enhanced students' understanding of the subject matter. However, the study also noted challenges such as the lack of access to reliable

*Test of Relationship Between the Leadership Approach of Principal and the Teachers' Organizational Commitment*

To test the significant relationship between the leadership approach of principal and the teachers' organizational commitment in terms of Affective Commitment, Continuance Commitment, and Normative Commitment they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

Table 16 presents the significant relationship between the leadership approach of principal and the teachers' organizational commitment.

Based on the results presented below, one may conclude that the null hypothesis "There is no significant relationship between the leadership approach of the principal and the teachers' organizational commitment" was accepted at a 0.05 level of significance, implying that there was no such relationship.

The table revealed the relationship between various principal leadership approaches and teachers' organizational commitment, which was divided into affective, continuance, and normative commitment. Charismatic and situational leadership styles showed a significant positive correlation with teachers' affective commitment, indicating that these leadership approaches effectively foster teachers' emotional attachment to their organization.

However, these styles did not have a significant impact on continuance or normative commitment. Transactional leadership, on the other hand, was significantly correlated only with normative commitment, suggesting that it encouraged teachers to feel a sense of duty or obligation toward the organization, but did not strongly influenced their emotional attachment or the perceived costs of leaving. Transformational leadership stood out by showing significant positive correlations with both affective and continuance commitment, meaning it not only strengthened teachers' emotional bonds but also their willingness to remain with the organization. In contrast, cross-cultural and servant leadership styles did not show significant correlations with any dimension of organizational commitment, implying that these approaches may not directly affect teachers' commitment levels.

Overall, the findings highlighted that transformational, charismatic, and situational leadership styles were most effective in enhancing teachers' affective commitment, with transformational leadership also supporting continuance commitment. Transactional leadership primarily fosters normative commitment, emphasizing the critical role leadership styles played in shaping different facets of teachers' organizational commitment.

TABLE 16. Significant Relationship Between the Leadership Approach of Principal and the Teachers' Organizational Commitment

Leadership approach of principal		Teachers' organizational commitment		
		Affective Commitment	Continuance Commitment	Normative Commitment
Charismatic Leader	Pearson Correlation Significance (2-Tailed)	0.8433	0.6898	0.7739
	N	0.0368	0.2541	0.1925
	Analysis	159	159	159
Cross Cultural Leader	Pearson Correlation Significance (2-Tailed)	0.8106	0.6824	0.7698
	N	0.1034	0.3655	0.0965
	Analysis	159	159	159
Servant Leader	Pearson Correlation Significance (2-Tailed)	0.8479	0.6741	0.7860
	N	0.1464	0.5312	0.0530
	Analysis	159	159	159
Situational Leader	Pearson Correlation Significance (2-Tailed)	0.8514	0.7368	0.7388
	N	0.0131	0.1288	0.2975
	Analysis	159	159	159
Transactional Leader	Pearson Correlation Significance (2-Tailed)	0.8586	0.7050	0.8475
	N	0.1060	0.4609	0.0268
	Analysis	159	159	159
Transformational Leader	Pearson Correlation Significance (2-Tailed)	0.8035	0.6911	0.7093
	N	0.0000	0.0026	0.4202
	Analysis	159	159	159
	Analysis	Sig	Sig	Not Sig

Correlation Coefficient Value (r)	Direction and Strength of Correlation
0.00 to 0.19	Very Weakly Positive
0.20 to 0.39	Weakly Positive
0.40 to 0.59	Moderately Positive
0.60 to 0.79	Strongly Positive
.80 to 1.00	Perfectly Positive

TABLE 17. Significant Relationship between the Leadership Approach of Principal and the Teachers' Productivity

Leadership approach of principal		Teachers' productivity					
		CM	C&T	IS&P	SE&P	TM	Use of Technology
Charismatic Leader	Pearson Correlation Significance (2-Tailed)	0.8371	0.8258	0.8695	0.8421	0.8330	0.8173
	N	0.6952	0.0429	0.0129	0.0006	0.6246	0.2362
	Analysis	159	159	159	159	159	159
Cross Cultural Leader	Pearson Correlation Significance (2-Tailed)	0.8318	0.8566	0.8564	0.8760	0.8385	0.8321
	N	0.9649	0.0551	0.0384	0.0003	0.3683	0.0984
	Analysis	159	159	159	159	159	159
Servant Leader	Pearson Correlation Significance (2-Tailed)	0.8477	0.8654	0.8759	0.8608	0.8448	0.8122
	N	0.7865	0.1114	0.0696	0.0031	0.2296	0.0723
	Analysis	159	159	159	159	159	159
Situational Leader	Pearson Correlation Significance (2-Tailed)	0.8730	0.8077	0.8562	0.8280	0.8412	0.7933
	N	0.4487	0.0257	0.0064	0.0002	0.8114	0.3618
	Analysis	159	159	159	159	159	159
Transactional Leader	Pearson Correlation Significance (2-Tailed)	0.8485	0.8581	0.9062	0.8621	0.8712	0.8258
	N	0.8549	0.0964	0.0262	0.0019	0.2169	0.0712
	Analysis	159	159	159	159	159	159
Transformational Leader	Pearson Correlation Significance (2-Tailed)	0.8120	0.7145	0.7616	0.7555	0.8146	0.7678
	N	0.0077	0.0006	0.0001	0.0000	0.0509	0.2642
	Analysis	159	159	159	159	159	159
	Analysis	Sig	Sig	Sig	Sig	Not Sig	Not Sig

Correlation Coefficient Value (r)	Direction and Strength of Correlation
0.00 to 0.19	Very Weakly Positive
0.20 to 0.39	Weakly Positive
0.40 to 0.59	Moderately Positive
0.60 to 0.79	Strongly Positive
.80 to 1.00	Perfectly Positive

*Test of Relationship between the Leadership Approach of principal and the Teachers' Productivity*

To test the significant relationship between the leadership approach of principal and the teachers' productivity in terms of Classroom Management, Collaboration and Teamwork, Institutional Skills and Planning, Student engagement and participation they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

Table 17 presents the test of relationship between the leadership approach of principal and the teachers' productivity.

The null hypothesis "There is no significant relationship between the leadership approach of principal and the teachers' productivity" was accepted at the 0.05 level of significance, according to the data below, indicating that there was no such relationship.

Table revealed varying relationships between different leadership approaches of principals and teachers' productivity across several key areas. Charismatic leadership showed significant positive correlations with institutional skills and planning, student engagement, and time management, indicating that principals who exhibited charisma positively influence these aspects of teacher productivity.

Similarly, cross-cultural leadership was significantly related to institutional skills and planning, as well as student engagement, highlighting the effectiveness of this leadership style in fostering these areas. Servant leadership demonstrated a significant impact on student engagement and participation, suggesting that this leadership approach contributes to fostering teacher involvement in creating an interactive learning environment. Situational leadership also positively influenced collaboration, teamwork, institutional skills, and student engagement, underlining the importance of adapting leadership style based on context to boost teacher productivity.

Transactional leadership had significant associations with institutional skills, student engagement, and time management, emphasizing its role in ensuring productivity through structure and efficiency. However, some leadership styles, such as charismatic, servant, and situational leadership, did not show significant relationships with time management and the use of technology, suggesting that these factors may be less influenced by leadership approaches. Overall, the findings suggest that effective leadership, particularly transformational and transactional leadership, played a critical role in enhancing teachers' productivity across multiple dimensions, with certain leadership styles excelling in specific areas.

IV. CONCLUSION AND RECOMMENDATIONS

In conclusion, the study highlighted the significant role that principals' leadership approaches play to the teachers' organizational commitment and productivity. The findings can be summarized as follows:

Based on the analysis, there was no significant relationship between the principal's leadership style and the teachers' organizational commitment, leading to the acceptance of the hypothesis. This suggested that variations in leadership approaches did not significantly influence teachers' emotional

attachment, sense of obligation, or perceived costs related to their commitment to the organization.

Similarly, the study found no significant relationship between the principal's leadership style and the teachers' productivity, leading to the acceptance of the second hypothesis. This indicated that different leadership styles employed by principals did not have a measurable impact on teachers' effectiveness in areas such as classroom management, collaboration, planning, student engagement, time management, or technology use.

The findings and conclusions above provided pieces of information that can either be used or acted upon by teachers and other future researchers alike. Hence, the author of this research recommended the following.

Encourage principals to consider adopting leadership approaches that foster emotional connection and commitment to teachers to create a supportive climate that encourages teacher involvement, innovation, and continuous growth, ultimately leading to improved educational outcomes for students and the broader school community.

Implement leadership approaches based on school context including factors like size, community environment, policy landscape, and staff dynamics, and then flexibly apply or combine leadership approaches to address evolving needs and maximize impact.

Promote teacher collaboration and teamwork to create professional development, improve student outcomes, and boost job satisfaction among teachers.

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