

A Structural Model of Organizational Commitment among Teachers in Diocesan Schools in Region XIII

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ABSTRACT

The study was conducted to find out the best fit model for the organizational commitment of teachers of schools comprising the Diocese of Butuan Educational System (DBES) in Region XIII. A descriptive correlational research design was used to attain its objectives. The respondents of the study were the basic education teachers from the private basic education schools comprising the DBES in Region XIII. The universal sampling technique was used in determining the schools while purposive sampling was used in choosing the respondents. An adapted survey questionnaires consisting of items designed mainly to answer the problems of the study were used. The Levels were measured using mean and standard deviation while significant relationships and influences were measured using Pearson-r and multiple regressions respectively. To generate the best fit model for organizational commitment, the structural equation modeling (SEM) was used. The results revealed that the level of organizational climate of schools was very high which implied that the school's organizational climate was always manifested. The level of leadership skills of principals was very high which implied that the leadership skills of principals were always evident. The level of instructional management of principals was very high which implied that the instructional management of principals was always demonstrated. The level of organizational commitment of teachers was very high which implied that the organizational commitment of teachers was always observed. Further, positive correlations between organizational climate and organizational commitment, leadership skills and organizational commitment, and instructional management and organizational commitment existed. These showed that increases in the level of organizational climate, leadership skills, and instructional management will result in to increase in the level of organizational commitment. Furthermore, there was a singular significant influence between organizational climate and organizational commitment and between instructional management and organizational commitment and there was no singular significant influence between leadership skills and organizational commitment. Moreover, there was a combined influence of organizational climate and instructional management on organizational commitment of teachers. The best fit structural equation model yielded good model results as indicated by the indices of goodness fit. It was found out that organizational climate and instructional management were directly significant in predicting organizational commitment. Also, the organizational climate was found to be a significant predictor of instructional management. This implied that in attaining and sustaining an improved organizational commitment, school administrators should keep a satisfying organizational climate and a dynamically progressing, creative and innovative instructional management.

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KEYWORDS: Education, organizational climate, leadership skills, instructional management, organizational commitment, structural equation model, Philippines

1. INTRODUCTION

Background of the Study

Teachers' commitment has been recognized as an effective route for the success of educational institutions, herein referred to as an organization. The educational system as the most influential spot that leads to the progress of society requires committed

teachers who are not mere tools, but as strategic partners as well (Darling-Hammond et al., 2018). On one hand, teachers' commitment depending on the level may create dilemmas, difficulties and deviations in respect to the educational aims of the school (Dutta

et al., 2017). On the other hand, teachers find the new demands of teaching to be burdensome requiring great personal investment, and view it as a job with the capacity to colonize their personal lives (Nias, 2019). As a result, they often restrict their commitment with the school as means of survival and in some cases, they chose to leave their profession (Drucker, 2020). Yet, understanding when and how commitments develop and how they shape the attitude and behavior of teachers still posed a serious challenge among educational institutions around the globe (Morrow, 2019).

In the United States, about 50 percent of the teachers leave their jobs within the first five years (McDevitt, 2018). And, in a Mercer study of 30,000 employees of educational institutions worldwide, between 28 percent and 56 percent of these employees around the globe wanted to leave their jobs. Thus, there have to be causes that drive these high percentages. Moreover, the report released in the year 2012 during the National Dialogue on Education revealed that teachers around the globe continually show a reduced ability to provide a strong commitment to the school. The report further showed that retaining and attracting highly qualified teachers are some of the challenges that schools faced nowadays which could be attributed to the abilities of school leaders to manage and retain their employees (Esmaeilpour & Ranjbar, 2018). And, a worker with low commitment may develop a negative attitude towards his/her work with characteristics behavioral manifestations such as absenteeism and intention to leave the organization (Omolayo & Ajila, 2016).

In the Philippines, most of the private schools faced difficulties in maintaining the commitment of teachers. Substantial evidence showed that teachers in private schools are having an exodus to the public schools (Batugal, 2019) despite the increasing effort to attract them to stay in the profession and retain them in the organization (Tesfaye, 2016). This predicament on teachers' commitment is undoubtedly attributed to the leadership skills and instructional management of school principals (Aquino, 2017) and the school climate (John and Taylor, 2016). Further, high direction and low support from leaders within the organization continue to exist which resulted to greater degrees of burnout (Wilkinson & Wagner, 2015). And, through time if the school leaders are unable to provide the necessary support, teachers can experience a period of frustrations and self-doubt, and eventually disengagement (Huberman, 2019). This decrease on teacher commitment may affect teachers' willingness to implement changes in the class and the school environment and decrease their voluntary

participation in various school activities (Fraser et al., 2018)

In Region XIII, educational institutions are faced with the challenge of increasing the level of commitment of teachers (Day, 2015). Each school within the region has unique contextual conditions. It is believed that it is greatly related to organizational commitment, a commitment towards achieving common goals, and dedication to the accomplish tasks amidst various challenging situations (Vora, 2015). Further, organizational climate, leadership skills and instructional management of principals are seen to affect and influence the organizational commitment of teachers (Bierema, 2016). The symptomatic culture of change brought about by globalization has also changed teachers' responsibilities (Mayer, 2013). These changes have escalated and intensify pressures, expectations and controls on the part of the teachers which will eventually result to progressively decreasing commitment and disengagement (Dinham, 2017).

Although there has been some early research about the commitment of teachers on the sector of education (Watson & Hatton, 2020), and a quantitative study was conducted using other dimensions in explaining teachers' commitment (Watson & Hatton, 2020), educational institutions, at present, are still faced with problems related to commitment of teachers (Tiwari, 2019). Also, researches on commitment of diocese school teachers are still scarce, especially within the scope of this study. More so, this study has explored teachers' commitment as affected by the organizational climate of schools, leadership skills and instructional management of principals. And, by examining those variable- indicators, issues on teacher's commitment within the scope of the study could be resolved with greater probability.

This study aimed to determine the structural equation model of organizational commitment of diocese school teachers in Region XIII as attributed by the organizational climate, leadership skills and instructional management of principals. The results of this study could provide empirical evidence on the interconnectedness of the aforementioned variables in the locality. By employing the results, the Diocese of Butuan Educational System (DBES) through its human resource management officers or trainers could develop reliable and sustainable evaluation and monitoring tools in assessing teachers' commitment. Further, school administrators could be provided with evidence-based knowledge on how to attain and sustain highly committed teachers. The findings of this research could help the teachers in identifying areas of strength as well as areas that need to be

developed to function more effectively as facilitators of learning. School stakeholders may also benefit from the impact of this research by utilizing the results as the basis for crafting, improving, and sustaining leadership and instructional management-related programs and initiatives.

Lastly, the dissemination and publication of this study in the local, national and international platform, presentation in public forums and journal publication could be of great advantage in validating its results and may also add to the existing pool of knowledge on teacher's commitment which could be valuable to future researchers.

Statement of the Problem

The study aimed to find out the best fit model for the organizational commitment of Diocese school teachers in Region XIII.

Specifically, this study sought answers to the following questions:

1. What is the level of organizational climate of schools as perceived by the respondents in terms of:
 - 1.1. supportive behavior;
 - 1.2. directive behavior;
 - 1.3. restrictive behavior;
 - 1.4. collegial behavior;
 - 1.5. intimate behavior; and
 - 1.6. disengaged behavior?
2. What is the level of leadership skills of principals as perceived by the respondents in terms of:
 - 2.1. administrative skill;
 - 2.2. interpersonal skill; and
 - 2.3. conceptual skill?
3. What is the level of instructional management of principals as perceived by the respondents in terms of:
 - 3.1. framing the school goals;
 - 3.2. communicating the school goals;
 - 3.3. supervising and evaluating instruction;
 - 3.4. coordinating the curriculum;
 - 3.5. monitoring student progress;
 - 3.6. protecting instructional time;
 - 3.7. maintaining high visibility;
 - 3.8. providing incentives for the teachers;
 - 3.9. promoting professional development; and
 - 3.10. providing incentives for learning?
4. What is the level of organizational commitment of teachers as perceived by the respondents in terms of:
 - 4.1. school policies;
 - 4.2. teaching work;
 - 4.3. teaching profession; and
 - 4.4. work group?

5. Is there a significant relationship between:
 - 5.1. organizational climate of schools and organizational commitment of teachers?
 - 5.2. leadership skills of principals and organizational commitment of teachers?
 - 5.3. instructional management of principals and organizational commitment of teachers?
6. Do organizational climate of schools, leadership skills, and instructional management of principals significantly predict organizational commitment of teachers?
7. What model best fits the organizational commitment of teachers?

Review of Related Literature

This study carefully reviewed various sources that are considered very essential and valuable in the conduct of a comprehensive investigation. Definition and discussions on the exogenous and endogenous variables were presented to provide the researcher some insights and directions to the problem, to the researcher instruments, and on the deliberations of the various topics included in this research. Synthesis of the literature, studies, concepts, and theories discussed was provided in this part.

Organizational Climate

Organizational climate is viewed as the consensus of member perceptions about how a particular organization and/or its subsystems deal with its members and its external environment (Enns, 2016). It is also defined as the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner (Verbeke et al., 2017).

Further, Litwin and Stringer (2016) defined climate as the perceived attributes of an organization and its subsystems as reflected in the way an organization deals with its members, groups and issues. Moreover, Morris (2015) refers organizational climate to the "feel" of a school and can vary from school to school within the same district. It reflects the psychological aspects of the school that are more susceptible to change. Psychological in the sense that organizational climate is referred to as the individual employee perceptions of their work environment.

Furthermore, De Witte (2018) found out in his study that subordinates behave in accordance with the directive given by their leaders and the climate of the organizations. The level of commitment is related positively to the kind of power exerted over them by their leaders and the existing organizational climate.

Moreover, the creation of any school climate starts with the principal, and it is reflected in the

relationships among teachers, between teachers and students, among the student body, commitment of teachers to the achievement of school goals and objectives, ethos of the school, etc. (Parsons, 2017). The principals deliberately model a climate in school (Taylor, 2016). Thus, maintaining quality relationships and a school climate where everyone works in unison and attains desired commitment depends much on the leader of the school.

The organizational climate contributes to the increase in commitment. If motivation schemes are insufficient and ineffective, elaboration and versatility among employees decrease (Rahimic, 2017). Khan (2020) also divulged that organizational climate is a predictor of teachers' commitment. With this, school administrators and principals should make necessary interventions in creating and developing a positive school climate.

Crosswell (2016) disclosed that an organizational climate that is favorable to teachers and students creates passionate commitment among teachers and engage the school community in transmitting knowledge and values. Lastly, Elliott and Crosswell (2019) revealed that teachers' commitment is firmly attached to organizational climate which defines teachers' satisfaction and enjoyment to work. If teachers can enjoy the work environment increased desire to create spaces in maintaining commitment is achieved. Researches showed that organizational climate can directly or indirectly influence the efficiency and productivity of employees, work attitudes, and commitment.

With these, the importance and impact of the different dimensions of organizational climate in terms of commitment should be studied and analyzed. These dimensions are as follows:

Supportive Behavior. Hoy et al. (2016) defined supportive principal behaviors through actions such as openness to suggestions, the ability to give and receive criticism, and genuine use of praise. Additionally, supportive principals treated staff members with respect and demonstrated both a professional and a personal interest in the well-being of all staff members.

Researches have shown that supportive school principals have a positive effect on teachers' organizational commitment. When principals give teachers feedback, encourage and inform them, and set goals for them, teachers show much more commitment to their schools (Nguni et al., 2016; Park, 2015).

Additionally, Gray and Bishop Kendzia (2018) suggested that a supportive work environment is

related to employees' performance. They argue that a positive environment will result in motivated employees who enjoy their work. An employee, then, would be able to perform well when he is committed. Moreover, employees who are well motivated with their work environment are involved in additional work duties and are also likely to report higher work commitment (Ayers, 2015).

Directive Behavior. Somech (2015) has pointed out that there is a positive relationship between directive leadership, defined as monitoring and supervising teachers, and organizational commitment. It has been determined that there is a positive relationship between teachers' participation in the process of decision-making and their organizational commitment (Diosdado, 2018)

Researchers have suggested that sustainable development of school need to be supported by leadership that is distributed among principal, teachers, and other school personnel (Barth, 2015; Fullan, 2016). Implementation of distributed leadership at schools contributes to the emergence of organizational commitment which means that teachers feel sincere attachment and commitment to their schools (Ağiroğlu Bakır, 2018).

Restrictive Behavior. Principals who showed restrictive behaviors overloaded teachers with non-teaching demands, such as paperwork and additional duties and responsibilities that interfered with classroom responsibilities and impeded teachers' abilities to teach (Hoy & Clover, 2016). In this case teachers could experience stress which might cause some problems (Baltaş & Baltaş, 2015), which will result to reduce organizational commitment (Yılmaz, 2018).

Further, Yong and Yue (2017) discussed teacher stress and their effects on the school climate, observing that when stress and burnout are high, there is a direct relationship with educational objectives not being met. There has also been a correlation between the number of stressful events an individual experiences, the amount of social support an individual receives, and the amount of positive and/or negative feedback an individual is given (Azeem & Nazir, 2018). In these stressful situations, the morale of the teachers is typically lower, and there is an increase in the probability of teachers leaving their posts (Hanson, 2016).

Collegial Behavior. The term collegiality refers to the cooperative relationships among colleagues. It is often used interchangeably with 'collaboration'. Jarzabkowski (2017), however, tries to differentiate between collegiality and collaboration by defining

collegiality as teachers' involvement with their peers on any level, be it intellectual, moral, political, social, and/or emotional. According to her, collegiality encompasses both professional and social/emotional interaction in the workplace while collaboration mostly relates to the professional sphere of relationships.

Leonard and Leonard (2018), added, that collegial behavior cause its members to interact regularly to share their ideas and expertise and develop a common understanding of organizational goals and the means of attaining them. It also influences school professional culture and leads to increased involvement and ownership among teachers (Andrews & Lewis, 2017). Other studies that report positive outcomes of teacher collegiality include more positive attitudes toward teaching (Brownell et al., 2017), reduced stress and burnout (Numeroff, 2017), high morale (Nias, 2019), and increased levels of trust (Tschannen-Moran, 2016).

Moreover, in schools where teachers work together to plan school improvement, select instructional methods and activities, and plan teacher professional development and training, teachers tend to be more committed to their organization (Graham, 2016; Mutchler, 2015). Hargreaves (2017) also supports the view that collegiality among teaching personnel helps them to better develop higher commitment levels. Mutchler (2015) claims that teachers' relationship with their colleagues is the most influential factor in teachers' willingness to remain committed to a specific school organization. And, according to Troncoso-Skidmore (2017), organizational commitment can be nurtured and developed in a collegial school culture.

Intimate Behavior. Intimate teacher behavior reflects a strong and cohesive network of social relationships among the faculty. Teachers know each other well, are close personal friends, and regularly socialize together (Hoy, 2018). This type of behavior is reflected among teachers who value the quality of their interpersonal relationships with peers and superiors. Teachers maintain wholesome and cordial relations with colleagues; are happy and proud of the achievements of other faculty members; have mutual trust and respect with other teachers, and offer help and assistance to their colleagues when needed.

Additionally, when teachers are enjoying working with each other, and are supportive of their colleagues they are not only concerned about each other but are committed to the success of their students. They are friendly with students, trust students, and are optimistic about the ability of students to succeed (Hoy, & Hannum, 2018).

Disengaged Behavior. high faculty morale. Hence, Engaged teacher behavior is characterized by it is characterized by desirable attitudes as manifested by their strong commitment to providing quality education to their students; and maintaining a wholesome relationship with their peers and superiors (Hoy, 2018). Bogler and Somech (2015) added, that when employees are engaged in the organization they want to have active roles in the organization, and they want to have an impact on the programs, procedures or strategies of the organization.

In addition, disengaged teacher behavior refers to a general pattern of interference from both administration and colleagues that distracts the basic task of teaching. Routine duties, administrative paperwork, and assigned non-teaching duties are excessive. Teachers irritate, annoy, and interrupt each other (Hoy, 2018). They also tend to be indifferent or even divisive, intolerant and uncommitted. Teachers do not exercise cooperative efforts and participation in school activities; do not welcome criticisms and suggestions from colleagues; and do not receive due recognition for their hard work in school (Hoy, 2018).

Leadership Skills

Leadership Skills are set of competencies that can be learned and develop for an effective leadership (Gupta, 2019). Leadership provides significant differences in the organization, dimensions of leadership and climate. Leadership and commitment do positively affect the operation of a learning environment (Chang & Lee, 2017).

In conjunction, with a warm, welcoming environment in which to work and learn, a stakeholder expects and often demands high academic achievement for students. They found a positive school climate relates directly to, and is necessary for, successful teacher development and student achievement (Hoy & Wool folk, 2018). Leaders demonstrate respect by valuing the ideas of other people, which means that they practice active listening and are open to influence (Smith & Smith, 2015).

Leadership skills impact the commitment of teachers by giving them with wide array of professional development activities and engaging them to continuing professional education. In this manner, teachers are given the chance to elevate their profession and motivate them to perform well and do their job as best as they could (Curtis, 2018).

Parlar et al.(2017) stressed that leadership skills is positively correlated with teacher commitment. Creating and establishing professional cooperation, school administrator's support, and positive working environment will enable the teachers to be more

engaged in accomplishing their tasks thereby increasing the school's productivity and level of accomplishment.

Further, according to Saini and Goswami (2019) leadership skills of the school principal could significantly contribute to an increased teacher commitment by engaging them effectively and empowering them in the whole teaching-learning process and by making them understand their moral obligations to students and society, in general.

These arguments entail that the importance and impact of the different dimensions of leadership skills in terms of commitment should be studied and analyzed. These dimensions are enumerated as follows:

Administrative Skills. These are technical skills that can refer to the ability to perform tasks that require the use of certain tools, whether tangible or intangible, and technology to complete them. These involve process or technique, knowledge and proficiency. These are the specific skills and knowledge related to the individual's profession or specialization. Managers use the processes, techniques, and tools of a specific area. Technical skills are abilities and knowledge needed to perform specific tasks. They are practical, and often relate to mechanical, IT, mathematical, or scientific tasks (Doyle, 2016).

Ogundele et al. (2015) in their study suggested that principals nowadays must be professionally and administratively competent in leading the teachers. It was also shown from the study that principal must motivate, encourage teachers professional development, communicate with the teachers and colleagues effectively. Similarly, Muriana (2018) suggested that it is important for the principals to be acquainted with the required managerial skills for them to perform their administrative duties and functions with a higher degree of efficiency and effectiveness.

Skills approach to leadership is not just the purview of a few people born with traits that make them effective leaders. Many people have leadership potential, and if they can learn from their experiences, they can become more effective leaders (Rowe & Guerrero, 2016). Building a strong workforce, with solid leadership skills, is a requirement for any organization seeking to achieve its goals. Progressive organizations understand that the key to an effective team is dependent on the quality of leadership (Starks, 2015).

Further, principals, as technology leaders, must develop and implement a vision and technology plan for their schools (Chang, 2016). This is supported by Neale and Cone (2018) in their case study who said that principals require necessary tools, skills, and beliefs to lay the groundwork for highly effective schools. Oftentimes, principals are only trained in the technical aspects of their work. This means that principals must also be trained to develop interpersonal skills and conceptual skills to effect culture of teachers.

Interpersonal Skills. These refer to being able to get along with everyone in the workplace and interactive with them on a daily basis is another top ranked human skill. Being able to form relationships with co-workers creates better cohesion and team dynamics (Friedman, 2018).

Also, these are human skills which involve the ability to work well with other people both individually and in group (Ahmed, 2019). These include the ability to work with other people, to motivate and inspire them and to establish teamwork and create collaborative effort within a team (Robbins et al., 2016).

Conceptual Skills. These refer to the aptitude that people have to formulate ideas. Such skills include thinking creatively, formulating abstractions, analyzing complex situations, understanding issues and solving problems. Conceptual skills involve knowing how to and being able to formulate ideas. Individuals who have strong conceptual skills typically have excellent cognitive abilities to think creatively and solve problems (Christensen & Joseph, 2016).

Also, according to UKEssays (2015) conceptual skills are talents to use information to resolve industry troubles, recognition of opportunities for improvement, recognizing dilemma areas and executing solutions, selecting vital information from stack of statistics, understanding the business users of expertise, understanding the organization's business model. Moreover, Cordone (2017) said that becoming familiar with conceptual skills puts one on guard against such aimlessness as one move through her or his career. Thus, managers or leaders who have conceptual skills have the ability to think creatively and understand complicated or even abstract ideas.

Instructional Management

Instructional management is regarded as a dynamic process of obtaining and organizing resources and of achieving objectives through other people (Hellriegel & Slocum, 2018). In school context, management consists of consulting and involving colleagues in decisions on the basis of their skills and experience,

encouraging them to make their contribution towards achieving a common goal. The administrator has certain clear responsibilities such as being accountable for resource allocation and the use of resources, promoting effective teaching and learning and encouraging the search for continual improvement (Bell, 2018).

Salleh (2015) discussed in his finding that instructional management of the principals includes framing and communicating the school's academic goals with teachers at faculty meeting, to the people at school and refer to the school's goals in student assemblies. Glatthorn (2018), divulged that instructional management calls for initiative, creativity and innovation on the part of the leader. It is seen to impact teacher commitment by providing teachers with a learning programme that is vigorous and relevant with the ultimate goal of maximizing student learning and providing quality in terms of learning content.

On one hand, the lack of an effective instructional management is due to lack of in-depth training of principals for their role as instructional leaders, lack of time to execute instructional activities, increased paper work, and the compelling pressure of community's expectation that the principals are expected to do (Flath, 2019). This will lessen teachers commitment and eventually results to disengaged teachers (Fullan, 2019).

On the other hand, instructional management requires the principals to be familiar with all levels of instruction in the school. This means that irrespective of the different capacities of the teaching staff, the school leader must ensure that all of them perform to achieve the same goals (Weber, 2017). If not, teachers' commitment to the organization especially in carrying out their tasks in the classroom shall be endangered resulting to decreased students' performance and reduced school achievement in general (Blase & Blase, 2015).

Further, the importance and impact of the different dimensions of instructional management in terms of commitment should be studied and analyzed. Furthermore, these could address the issues concerning instructional management and its relationships and influence to organizational commitment.

Framing the School Goals. This helps one to focus our minds on achieving what the school set out to do. Setting goals makes the school more likely to attain what it desired. But there are differences in what motivates people to achieve goals, which has implications for leaders who have to use them to

generate a behavioral response, either in clientele or employees (Chattopadhyay, 2015). The role of the principal, as the instructional leader, must be manifested and best met the needs of all stakeholders in the academic process (Sergiovanni, 2017).

This approach advocates a shared leadership in which school administrators, along with faculty and staff, participate in decision-making focused on effective curriculum development and instructional practices. Leithwood et al. (2018) found out that school leadership is second only to classroom instruction as the major factor contributing to what students learn in school. Additionally, Youngs et al. (2017) discussed in his study that principal is not present just to help the new teachers handle discipline and classroom management but to develop a strong administrative climate. The principal should know the academic content well and can really work with the new teachers about the curriculum content and instructional process.

Communicating the School Goals. Leaders need to make sure that the vision is clearly communicated to every employee for them to have a map to get to organization's destination. Employees and other members of the organization have to be informed and understood the goals clearly so that these goals will be owned and shared to achieve success (Stark, 2019).

Communicating the vision of the company is an opportunity to invigorate the workforce, explain the battle, and tell the story. It is an opportunity lost if it does not enroll the workforce in a call for action. Oftentimes, leaders communicate the vision and goals shortly after change goals. Most employees if not all, understand that plans need to be changed often frequently. Thus, they have to know the plans so that they understand and easily adapt changes brought by the demands of time (DiMatteo, 2018).

On the other hand, Salleh (2015) emphasized that communicating the school goals surfaced as best practice of principals as key instructional leader. Principal, as an instructional leader, is a key figure in achieving the school excellence in terms of producing quality graduates who are capable of bringing change and contributions for the locality, for the country, and even for the global community.

Maintaining cordial communication with the stakeholders enhances principals' administrative effectiveness in the workplace. Tabir (2017) suggested that education managers such as the head teachers of schools should be provided with the basic monitoring competence, supervision and evaluation skills.

Supervising and Evaluating Instruction. This is very important for it ensures issuing of instructions, the supervisor makes sure that all the instructions are communicated to each and every teacher; facilitates control, control means match between actual and planned output; ensure optimum utilization of resources, when the teachers are constantly monitored or observed then they always use the resources in the best possible manner which leads to minimum wastage.

Herrera (2015) in his study suggested that at the very least principals must ensure that teachers are aware of the importance of instructional resources which are compliance to the standards, assessments, and core instruction to positively impact student achievement. Kruger (2018) in his study concluded that as a result of increasing responsibilities, the principals' instructional leadership task should be shared with the teachers.

In addition, Padriquela (2018) said that principals should focus on augmenting curriculum, learning activities and assessment. They should work effectively with staff to develop a clear vision for the school. This is supported by Hord and Sommers (2018) that the principals, therefore felt they must influence the behavior of stakeholders in a certain direction that will the organization to achievement of the desired and shared goals.

Coordinating the Curriculum. A coordinated curriculum promotes students' optimal learning ability. It can also maximize learning opportunities by supporting, maintaining and improving students' intellectual, physical, emotional and mental health. Effective integration of these components brings academic success of children (Yow et al., 2017).

A coordinated curriculum is sustained by curriculum supervisors and principals who are responsible for supervising and organizing education and training programs within schools and community centers. They are also responsible for developing and evaluating teacher training, textbooks and software used in educational settings (Education-Portal, 2017).

Similarly, supervisors should employ software like a structured graph visualization to facilitate various activities in implementing a curriculum, coordinating content, metacognitive competences and student-centered learning outcomes. This approach showed an improved transparency and coordination of courses based on a structured overview, a multi-faceted specification and increased sharing among teaching staff (Kabicher & Motschnig-Pitrik, 2019).

Monitoring Student Progress. It is the responsibility of every principal that consist of walking around the

building to see how things are going, talking to students, visiting classrooms, talking to faculty, or it may involve designing sophisticated information systems to check on the quality of performance, but it must be done if the principal is to be successful (Blankstein et al., 2018).

Lapara (2017) in her findings said that principals who have pursued further studies for professional growth and competence have adequate background in implementing the curricula, have enough understanding of the pedagogy of learning, and have the competence to initiate activities and programs will lead to the implementation and realization of the vision and mission of the institution. Denolan (2018) concluded that administrators need to focus on human resources development. There is a need for continuous in-service training for administrators.

Protecting Instructional Time. According to Ocasio (2018), protecting instructional time includes the activities and strategies of the principal to reduce the number of disruptive announcements throughout the day, schedule core subjects for early-morning hours, when students are fresh and ready to learn, schedule key classes at times when students can access extra support, match struggling students with teachers who have the expertise to help them succeed, prevent students from leaving the classroom for other activities, offer additional assistance at times that don't interfere with students' core subject class periods.

Also, Cabonce (2019) stressed that administrators should have a clear process on load assignment which is part of an effective and sound instructional management. Effective school leadership that guides teaching and learning by modeling effective approaches, enhances positive collaborative relationships, and demonstrating support for teachers as they employ new strategies to facilitate learning in the classroom. Principals must instill passion in teachers and exhibit effective leadership to motivate teachers to effect students' interest (Barret & Breyer, 2019).

Maintaining High Visibility. A principal's visibility assures students and teachers that there is someone they can go to when they experience difficulty. Being less than visible erodes a school's climate. Practicing being approachable and visible can easily be woven into the principal's daily schedule (Robert, 2016). Taking time to talk informally with students and teachers, visiting classroom for teachers and tutoring or providing direct instruction to class are important gestures of ensuring good instructional management.

Additionally, Hall (2017) stressed that a highly visible principal may lose problems and intrigue among teachers. Thus, most teachers actually enjoy seeing the principal around campus, attending the needs of the teachers and students. Visibility breeds reassurance and offering a healthy dose of supervision order.

Providing Incentives for Teachers. School administrators can help teachers analyze their teaching effectiveness as a means of generating intrinsic rewards by using the techniques of clinical supervision. Incentive for teachers indicates certain extrinsic rewards which are very important. Teachers in both high achieving and low achieving schools would be most highly motivated by a system which encourages the conscious application of a variety of intrinsic rewards. Situations which foster a sense of achievement and lead to increased self-confidence were found to be useful, especially if self-assigned rather than externally-assigned (Kimball, 2016).

Further, Fryer (2017) in his paper which was designed to better understand the impact of teacher incentives on students' achievement found no evidence that teacher incentives increase student performance, attendance, or graduation, nor found any evidence that the incentives change student or teacher behavior.

Promoting Professional Development. Professional development plays a vital role to establish the teachers' future. With advanced knowledge, their productivity would start increasing at a rapid speed. It will lead the teachers towards an improved and better teaching. The fact that they are improving themselves on a regular basis would make them effective and productive (Reddy, 2015).

Similarly, professional faculty development connects faculty across disciplines and career stages. It promotes faculty responsibility for continuous, career-long growth based upon theory, research, and professional collaboration with colleagues. Professional development should not be occasionally done. Participation in professional development activities should be not be selective but should be for all teachers (Altany, 2017).

Also, professional development paves the way for one's promotion in the company. Usually employees are promoted on the basis of their seniority and skills. However, promotions which are triggered by increased productivity and efficiency happen much more quickly (Reddy, 2015).

Providing Incentives for Learning. At Walter Bracken STEAM Academy Elementary School, leverage learning through consistent school-wide

incentives is practiced. The school provides incentives which are a combination of rewards, total school commitment, and consistency from adults that have engaged the students and created incredible academic results and happy students. The power of consistency through guaranteeing all students the same incentives regardless of their classroom assignment for the year is incredibly recognized for it creates a motivating atmosphere of positive school-wide attitude, and ensures that students are engaged in their learning (Decker, 2016).

Additionally, Decker (2016) emphasized that school-wide incentives provide another layer of teacher support that can be incorporated into classroom and campus management. Incentives are designed by teachers to provide students with clear feedback on appropriate classroom behavior, and a path to progress toward mastery of the curriculum.

In contrary, results of evaluation conducted in Kenya by Kremer et al. (2017) found no evidence that incentives led to better performance only during the time frame of the program. There was no increase in test score gains though there was frequency of extra preparation sessions before tests. And in their surveys of students, they found no evidence that external rewards interfere with a student's motivation to learn.

Organizational Commitment

Commitment is a sense of fidelity and adherence (Asares, 2017). The sense of belonging in the core of commitment concept causes a constitution of a kind of connection between organization and individual and makes the individuals gather around a common value, aim and culture. It is also defined as the relative capacity of an employee to attach to and be identified with the organization (Bogler et al., 2016).

There are three dimensions of organizational commitment model as proposed by Allen and Meyer (2019). First, affective commitment is basically the employee's identification and involvement with as well as emotional affection to the organization. Second, cost associated by employees with getting separated from organization is the continuance commitment. Third, how employees feel it as their duty to stay with the organization is the normative commitment.

Quicke (2018) divulged that organizational climate where change is continuous and teachers are under pressure posed hazards to teacher commitment to the organization. This will result to teachers who are unable to reinvent their professional practice and who are unable to adopt new ways of doing things.

Further, Yilmaz (2015) made a study that focused on the relationship between teachers' organizational

commitment and school administrators' leadership skills. Findings showed that there was a moderate positive relationship between the teachers' perceptions about organizational commitment and leadership skills of school administrators. These results serve as the bases in studying organizational commitment. The urgency to study organizational commitment was amplified considering that it is affected leadership skills.

Furthermore, instructional management is positively correlated with teachers' organizational commitment as revealed by Ojo and Olaniyan (2018). In this case, school leaders should do their best in providing teachers with effective leadership for student learning; in knowing academic content and pedagogical techniques; in working with teachers to strengthen skills; and finally in collecting, analyzing and using performance data in ways that fuel excellence.

With the above cited arguments the importance and impact of the different dimensions of organizational commitment should be studied and analyzed. These dimensions are as follows:

Commitment to School Policies. Aquino (2017) concluded that commitment is one of the most important factors influencing their work in schools. Teachers with high levels of commitment work harder, demonstrate stronger affiliation to their schools, and show more desire to carry out the goals of the organization than teachers with low levels of commitment.

Douglas (2015) examined the relationship of school climate and teacher commitment in elementary schools in Alabama. The findings indicated a relationship between school climate and teacher commitment. Further, as revealed in the study, school climate directly affects the commitment of teachers to school as an organization.

Commitment to Teaching Work. Razak et al., (2015), opine that teachers play an important role in educating the future members of a society through their work in schools. Influences of leadership and working conditions should be observed at all levels to develop and maintain high levels of commitment among teachers.

Huang (2017) stated that the display of emotions depended on the gap between a person's expected values generated by all aspects of the job (i.e., the job itself, job history, job outcomes, job-specific experience, job roles and workplace) and the actual generated values; the smaller the gap is, the greater the commitment is. Sohail et al. (2019) posited that there is a positive relationship between organizational

climate and job commitment. More motivated and committed employees to their teaching work perform well as compared to those who are not.

Commitment to Teaching Profession. Teacher's level of commitment has a positive relation with success in teaching and the commitment of teachers with teaching profession is significantly correlated with teaching success (Sharma, 2018). On one hand, commitment can be achieved when a person performs what he/she likes to do in a particular organization (Abiodun, 2017).

On the other hand, Siburian (2018) suggested that teachers behave in a professional manner in carrying out the task of educating, teaching, guiding, directing, train, assess, and evaluate the process and outcomes of learning; teachers guide students to understand, appreciate, and practice the rights and obligations as an individual, school community, and members of the community; teachers recognize that every student has individual characteristics and each entitled to service learning; and teachers collect information about learners and use it for the benefit of educational process. These varieties of teacher's role in his/her profession affect directly his/her commitment to the organization.

Commitment to Work Group. A study by Smith (2018) surveyed that teacher commitment is related to school climate. If an employee is able to believe and accept the organizational goals and values, consequently, he/she feels a strong will to stay as a member of the organization for a longer period of time producing more creative and progressive ideas for the good of the organization (Saal & Knight, 2016).

Jernigan and Beggs (2015) found out that organizational formality, tasks characterized as intrinsically satisfying, and tasks providing direct feedback to employees were all associated with increased organizational commitment. Conversely, tasks characterized as unambiguous, routine, and methodologically invariant, and also the presence of close-knit, cohesive work groups were all associated with decreased commitment to the organization.

In addition, increased commitment to work group escalates employee's performance and the desire to contribute in attaining the organizational goals (Mangkunegara & Octorend, 2015). Brubaker (2019) expounded that an employee who is committed with the work group focuses on achieving the goals and purpose of the group over and above his/her individual objectives.

As the study probed into the variables and variable-indicators of organizational commitment, all these

varied studies and literatures discussed in this chapter were reviewed. These were made as bases in the formation of hypothesized models which aim to deal with the research problems and objectives.

Organizational Climate and Organizational Commitment

The climate of an organization refers to those aspects of the environment that are consciously perceived by organizational members (Armstrong, 2016). According to Mullins (2016), there is a significant relationship between organizational climate and commitment of employees. However, Reichers (2017) negated that a healthy organizational climate does not guarantee an improved organizational commitment.

Further, organizational climate was found to be statistically significant in determining the organizational commitment of the employees. Study reveals that if the organizational climate scores of the employees are high, organizational commitment scores of the employees are high at the same time (Berberoglu, 2018).

Furthermore, a study conducted by Ghasemi and Keshavarzi (2018) revealed that a suitable organizational climate leads to innovation and inspiration in the organization and has a positive role in organizational commitment. Hence, efforts to improve the organizational climate could be a valuable strategy for improving organizational commitment (Bahrami et al., 2015)

Moreover, organizational climate affects organizational performance by influencing employee motivation. In most jobs, there is a gulf between what employees need to “get by” and what they can do if they perform at their fullest potential. A positive organizational climate is said to be the catalyst that will encourage this discretionary effort and commitment.

Leadership Skills and Organizational Commitment

An examination of organizational commitment and its relationship with leadership skills provide leaders with information that could be used to better manage employee performance and overall achievement of organizational goals (Yahaya & Ebrahim, 2016). A research conducted by Yahaya and Ebrahim (2016) suggested that an employee’s level of organizational commitment is dependent on the skills of their leaders. This is supported by the study conducted by Bayir et al. (2015) that leadership has a medium-level positive effect on organizational commitment.

Further, a research conducted by Keskes (2015) suggested that leadership skill is a determinant of the

level of employee organizational commitment, but little evidence exist to explain precisely how skills impact commitment. While several researchers found a positive correlation between leadership skills and organizational commitment, others found no relationship (Awan & Mahmood, 2015; Dale & Fox, 2018).

As institution environments constantly change, effective leaders play a critical role in the local strategies needed for organizational performance and must possess the leadership skill needed for the context of their organization (Mauri, 2017). And, understanding of how, and if leadership skill impacts organizational commitment aids in identifying effective contextual leadership behavior and action.

Instructional Management and Organizational Commitment

One of the most important factors affecting organizational commitment of the teacher, the principal, as an effective instructional leader, should work hard to increase the organizational commitment of the personnel for the school to achieve its goals Serin (2016). As revealed by the research conducted by Yüce, (2015) and teachers with higher organizational commitments are more sacrificing and successful in their works and thus, share very important duties and responsibilities for the construction of effective schools.

According to Gumuseli (2016), teacher should develop professionally and personally to keep up with rapid information growth and constantly changing technologies and Şişman (2017) maintain that the school principal should follow the developments in education and learning and share this information with teachers, continuously make teachers informed about changes and developments, prepare the environment necessary to improve the efficiency of teachers and provide opportunities for teacher improvement.

In addition, Ozdemir and Sezgin (2015) divulged that behaviors such as appreciating teachers, encouraging them to take risk, treat them with sympathy and empathy, promote behavior of cooperation among teachers and make teachers feel that the principal is supportive to their efforts should be demonstrated by the school principal.

In school organizations, teachers who can directly interact with students and can create behavioral changes on the part of students are the corner stones of teaching-learning process. A teacher who is committed to his/her school and profession is expected to be willing and active for the school organization to accomplish its goals. It is clear that

the level of teacher commitment is affected from the behaviors of principals. Thus, it is believed that there is a relationship between the teachers' organizational commitment and instructional management behaviors exhibited by school principals (Sarikaya & Erdogan, 2016).

Issues on Organizational Commitment

The relationship between the organization and its employees is a central to studies regarding organizational commitment (Swales, 2017). In one study, organizational commitment was defined as the strength of an individual's identification with and involvement in a particular organization (Porter, 2019). To date, many different definitions for this concept have been suggested (Fields, 2017), and the reason for this is that it has a multi-dimensional structure that includes the attitude and behavioral components of commitment to work (Meyer et al., 2015).

Organizational commitment is an employee's identification with the organization (Porter & Lawler, 2015). According to this definition, it consists of three components: first, having absolute belief in the objectives and values of the organization, second, making all efforts necessary for the benefit of the organization and third having a strong desire to continue with that organization. It is also emphasized that it is a process.

Similarly, Luthans (2017) stated that organizational commitment is the process by which the members of the organization feel that they have a share in the well-being and success of the organization. Sloan et al. (2017) further defined organizational commitment as a multi-dimensional concept that describes an employee's attachment to an organization.

As a psychological construct, organizational commitment is measured by an employee's desire, need, and obligation to stay with an organization (Smothers & Lawton, 2017). Employees who are committed to their organizations are proud to be members, support the organization's goals and values, and are higher performers (Leow, 2017).

In a traditional employee-employer relationship there is a single organization to which an employee can commit (Gallagher & Sverke, 2015). In contrast, organizational commitment in employee-employer-client relationships, as found in contracting arrangements, is a complex multidimensional construct (Gallagher & Sverke, 2015).

According to Coffman and Gonzalez (2015), employee with high commitment is fully involved and enthusiasm for their job. This statement is in line with the definition proposed by Harrmon, et al.

(2016), commitment serves as an employee's involvement which comes with enthusiasm.

As proposed by Temaluru (2015), employee with a strong commitment will be more motivated and more satisfied with their job and commonly less interested in leaving their organization. Steers et al. (2016) state that employee commitment is the relative strength of one's involvement in an organization, indicated by a strong belief in the goals and values of the organization, willingness to make certain efforts for the organization as well as a strong desire to continue to be organization's member.

Further, Coffman and Gonzalez (2015) state that individual who is committed to an organization has positive feelings toward the organization, shows the desire to stay in the organization, and has trust and a strong perception of the values and goals of the organization, and is the will to working at their best for the organization. The ability to provide a strong commitment to the school could be attributed to the ability of the school leaders to move teachers in the front line and his/her ability to effectively implement quality education (Tolentino, 2013). However, studies show that there is a declining trend on the commitment of employees to organization despite of the motivation facilities (Sugiono, 2015).

Furthermore, the complexities of education's social responsibilities, the escalation of public criticisms to teachers and schools and the connected decrease in respect for the teaching profession jeopardized teacher commitment to the organization. Consequently, this phenomenon teachers efficacy and commitment level (Yong, 2019). Although research shows that an adequate number of teachers remain to be committed with the organization, the demanding work arrangements and the scarcity of career development opportunities continue to pose challenges in sustaining such commitment (Jurkiewicz, 2020).

Reyes (2019) also found that organizational support, as expressed through administrators, had significant effect upon the organizational commitment of teachers. In this case, school leaders should foster a favorable working condition for teachers and create a school culture that helps in creating a context of teacher attitudes that will be supportive of school restructuring initiatives.

Moreover, teachers will be committed to an organization when led by principals who provide structure, resources, consideration, useful influence, and professional support in an evenhanded, non-controlling manner (Tarter et al.). Further, the support of the principal, both resource and social, is a critical

ingredient of the structure of teacher commitment in the school (Newmann et al., 2019) .

Also, teacher commitment to the organization may be positively influenced by social relationships and interactions. These are seen to be beneficial in increasing teachers' attachment to the organization. If teachers have a large number of network ties it benefits their organizational commitment (Reyes, 2019). With this, school leaders should be able to develop a relationship of shared goals and objectives among its employees (Brookhart & Loadman, 2019).

The leadership skills presented in this section discusses about administrative skills, interpersonal skills, and conceptual skills of the principals. The ability of the principal to carry his/her task and functions strategically was also discussed. While, the instructional management variable includes how the principal frame and communicate goals, coordinate the curriculum, supervise and evaluate instruction, protect instruction time which involves maximization of the time allotted for instruction and minimizing interruption of classes, promote professional development, maintain high visibility and provide incentives for teachers and learning.

In addition, the organizational climate talks about organizations' supportive behavior, directive behavior, restrictive behavior, collegial behavior, intimate behavior, and disengaged behavior and how these behaviors relate to organizational commitment. Lastly, the discussion of organizational commitment involves commitment to school, to teaching work, to teaching profession and to work group and how these variable-indicators relate to organizational climate, leadership skills and instructional management.

In summary, the readings, literatures and studies discussed in the preceding sections provided evidence-based explanations and justifications to the findings and results of the study. The preceding sections also provided a clear view on the relationships of organizational climate, leadership skills, instructional management towards organizational commitment. Further, this research has desired to address the problem in the literature by studying the relationships of the variables.

Theoretical Framework

This study was anchored on the Leader–Member Exchange (LMX) theory (1975). This theory was developed by Dansereau et al. (1975) which was also used in the study of Mugizi et al. (2015).

The Leader–Member Exchange (LMX) theory describes the dyadic process by which roles and expectations are developed for a leader with each subordinate. The theory explains that approaching

leadership as an exchange relationship which develops within the vertical dyad over time during role making activities leads to high exchange relationships. Accordingly, in the relationship, the degree of latitude a superior granted to a member to negotiate his/ her role is predictive of subsequent behaviour on the part of both superior and member. Further, the theory expounds that superiors employ both leadership and supervision techniques within their units. With a select subset of their members, superiors develop leadership exchanges (influence without authority), and with others, superiors develop only supervision relationships (influence based primarily upon authority).

Yukl et al. (2019) indicate that the Leader–Member Exchange (LMX) propounds that high-exchange relationships characterize high-level of trust, liking, and respect (employer-employee relationships) and involves expectations of mutual exchange. The leader provides outcomes desired by subordinates, such as interesting tasks, additional responsibilities, and larger rewards and the subordinates reciprocate with commitment to work and loyalty to the leader who leads the organization. In some other aspects of the exchange relationships, subordinates only perform the formal requirements of their jobs, and the leader does not provide extra benefits. Moreover, exchange relationships develop gradually over time and reinforced by the behavior of the leader and the subordinates. Overall, LMX proposes that organizational characteristics (organizational climate, leadership skills, and instructional management) relate to employee commitment in the organization.

De Cremer and Ruiters (2010) propose that organizational characteristics defined by the existing organizational climate and leadership skills are crucial determinants of organizational commitment. A favorable organizational climate influences leadership skill and both impact organizational commitment (Wexley & Yukl, 2013).

Furthermore, Cabigao (2019) proposes that instructional management competence has a significant relationship with teachers' commitment. Higher instructional management competence yields an enhanced teachers' organizational commitment.

Moreover, employees' commitment is affected by the amount of input from a relationship compared to the output to produce an input: output ratio. They become inspired if they feel as though their inputs are greater than the outputs. Inputs are defined as an individual's contributions to the relational exchange. On the other hand, the output is defined as the positive and negative consequences that an individual perceives a participant has incurred as a consequence of his/her

relationship with another. In this study, the inputs are organizational climate of schools, leadership skills and instructional management of principals and the output is the organizational commitment of teachers.

Lastly, quality education cannot be achieved without the efforts of dedicated and highly committed

Conceptual Framework

Figure 1 displays the conceptual framework of the study. This figure intends to establish the relationship of the variables under study. The exogenous variables are organizational climate, leadership skills, and instructional management while the endogenous variable is organizational commitment.

teachers. Schools, as an organization, should work on how to raise the level of commitment of teachers to the organization because of the belief that the challenge to achieve organizational goals can be overcome by higher employee commitment (Uygur & Kilic, 2019).

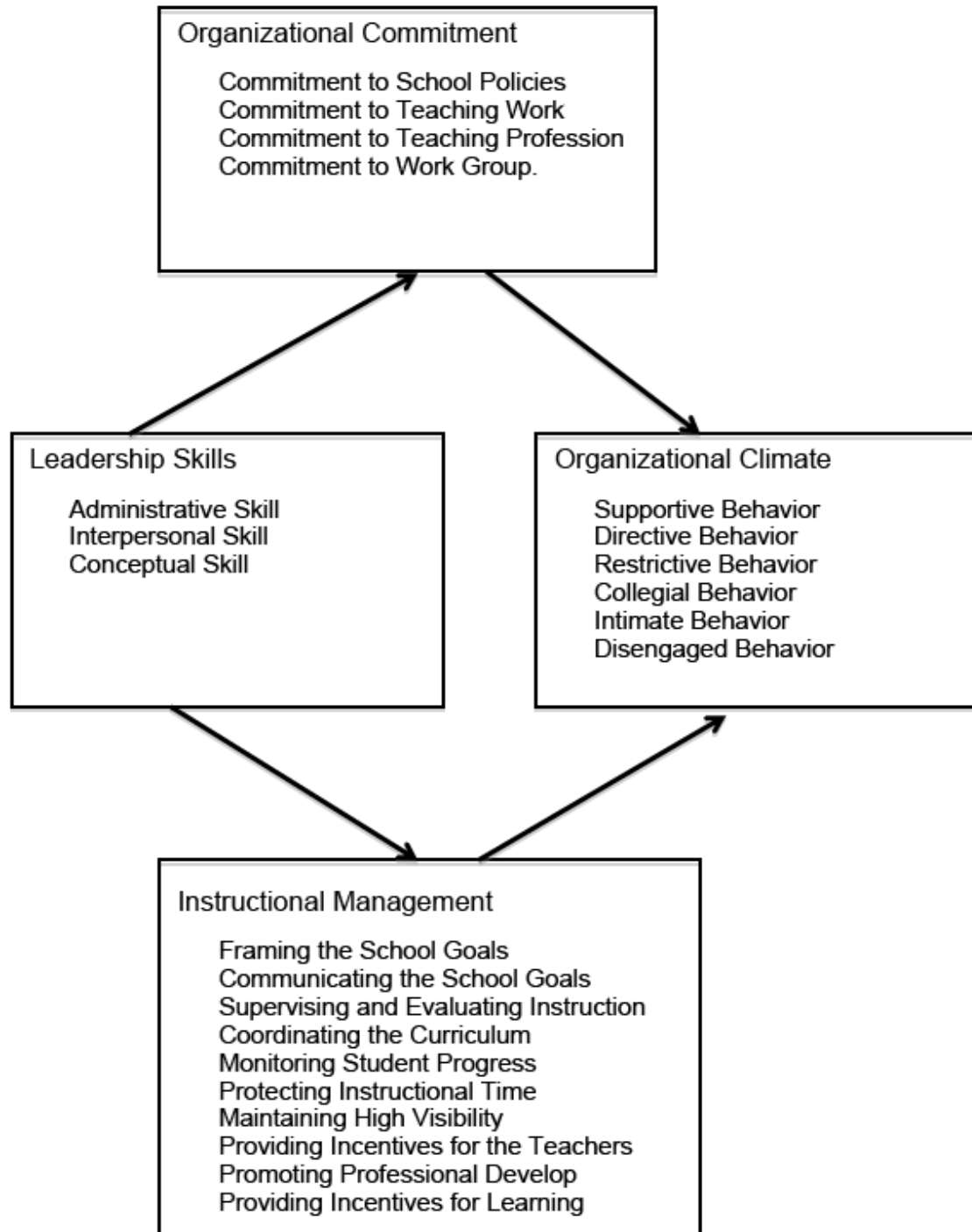


Figure 1. Conceptual Framework of the Study

Three boxes are enclosing the exogenous variables. The first box is the organizational climate which is defined as the perceived attributes and characteristics of an organization in terms of supportive behavior, directive behavior, restrictive behavior, collegial behavior, intimate behavior, and disengaged behavior. The second box is leadership skills which is defined as the sets of competencies a school leader possesses in terms of administrative skill, interpersonal skill, and conceptual skill. The third box is instructional management which is defined as the

school leader's dynamic process in obtaining and organizing resources towards the achievement of the school goals in terms of framing the school goals, communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for the teachers, promoting professional development, and providing incentives for learning. While, the last box is the organizational commitment, an endogenous variable, which is defined as teachers' adherence and sense of belonging to the school as an organization in terms of commitment to school policies, commitment to teaching work, commitment to the teaching profession, and commitment to the workgroup.

Further, the exogenous variables of the study are assumed to have relationships with each other and each exogenous variable is assumed to influence the endogenous variable. Appropriate statistical tools were used to analyze the relationships of the exogenous variables and their influence on the endogenous variable.

Schneider and Bartlett (2016) and Castro (2015) viewed organizational climate as perceptual as well as an individual attribute. The climate in this approach is viewed as a summary or global perception held by individuals about their organizational environment. As a perceptual attribute, organizational climate is viewed as a set of properties of the work environment, perceived directly or indirectly by the employees, thus is assumed to be a major force in influencing employee behavior.

Furthermore, according to Northouse (2010), leadership skills are administrative skills or technical skills, interpersonal skills or human skills and conceptual skills. At the core of leadership lies the premise that administrators chart the course and provide direction to the mission. The successful principal shares those expectations with staff, parents, and students.

Moreover, instructional management is a system and procedures done by instructional managers to ensure learners' learning. Effective instructional management processes come in many guises, but all share four essential components; a set of educational goals toward which progress can be measured, a means of assessing students' instructional needs and determining placement and grouping, an organizational structure and instructional delivery process capable of providing alternatives and flexible uses of resources, and a method for monitoring progress toward goals (Zakariya & Stellar, 2016).

Lastly, the endogenous variable of the study is organizational commitment. Nijhof et al. (2016) defined organizational commitment as accepting the values of the organization and showing a willingness to stay there. Schlechty (2018) reported that the level of teachers' commitment is considered to be a key factor in the success of any educational undertaking as it heavily influences teachers' willingness to engage in cooperative and critical practice. To sustain energy and enthusiasm for the work, teachers need to maintain their personal commitment to the job.

Subsequently, the study proposed five hypothesized models to describe the relationships between variables of the study. The endogenous variable is organizational commitment and the exogenous variables are organizational climate, leadership skills and instructional management.

Moreover, these hypothesized models were used as bases in deriving the best fit model of organizational commitment of Diocese school teachers in Region XIII. Concepts from the researches and studies and theories as well, are considered in the formulation. Every single indicator of each variable is reflected, considering that each indicator will have an influence to organizational commitment.

In each hypothesized model; ellipse, box, single-headed straight arrow and double-headed curved arrow are used sparingly. An ellipse represents an unobserved or latent variable. A box represents an observed or manifest variable (the indicator). A single-headed straight arrow represents the influence (cause) of one variable on another. A double-headed curved arrow represents a covariance or correlation between two variables.

Figure 2 displays the hypothesized model no. 1 which shows the possible influence of organizational climate, leadership skills and instructional management towards organizational commitment without influencing each other. It is anchored on Neoclassical Organization Theory (Barnard, 1930) which states that improvements in an organization led to consideration of the work environment. Further, the organization's performance purely depends on the workers and gets affected by human causes. The theory also emphasizes individual or group behavior and human relations in determining productivity. Then, productivity improves in an environment with the coherence of values and purpose. Thus, it is assumed that an improved organizational commitment is seen as a unified product of favorable organizational climate, effective leadership skills, and purpose-driven instructional management.

Figure 3 displays the hypothesized model no.2 which shows the possible relationships among organizational climate, leadership skills, and instructional management and their possible influence on organizational commitment. It is anchored on Bandura's Social Cognitive Theory which posited that behavioral change is determined by personal (whether the individual has high or low self-efficacy toward the behavior), environmental (aspects of the environment or setting that influence the individual's ability to successfully complete a behavior), and behavioral elements (the response an individual receives after they perform a behavior). Thus, it is assumed that the change in organizational commitment is determined by the interrelationships among organizational climate, leadership skills and instructional management.

Figure 4 displays the hypothesized model no.3 which shows the possible relationships of leadership skills and instructional management and their possible influence on organizational commitment. It is anchored on Adam's Equity Theory which shows how a person views fairness regarding social relationships. The theory is built on the belief that employees become de-motivated, both with their job and their employer, if they feel as though their inputs are greater than the outputs. It calls for a fair balance to be struck between inputs (leadership skills and instructional management) and output (organizational commitment). Moreover, the output (organizational commitment) received seems fair with the inputs (leadership skills and instructional management) that the employees provide. Further, it is assumed that the organizational commitment of teachers is a consequence of leadership skills and instructional management of principals.

Figure 5 displays the hypothesized model no.4 which shows the possible relationships of organizational climate and leadership skills and their possible influence on organizational commitment. It is anchored on Dawis and Lofquist's Theory of Work Adjustment (TWA) which describes how a worker achieves and maintains correspondence with the work environment. This theory as the basis of hypothetical model no.4 conceptualizes organizational commitment as an interaction between an individual and his work environment. Organizational climate and leadership skills are further assumed as the reinforcers in attaining a high level of organizational commitment.

Finally, figure 6 displays the hypothesized model no.5 which shows the possible influence of organizational climate and instructional management on organizational commitment. It is anchored on Skills Theory which states that learned knowledge and acquired skills or abilities are significant factors in the practice of effective leadership. A strong belief in skills theory often demands that considerable effort and resources be devoted to leadership training and development. The theory focuses on skills rather than behavior by focusing on what they can do instead of who they are. It evaluates the success of a leader based on what they can accomplish. Further, it is assumed that organizational climate and instructional management are keys to satisfying organizational commitment.

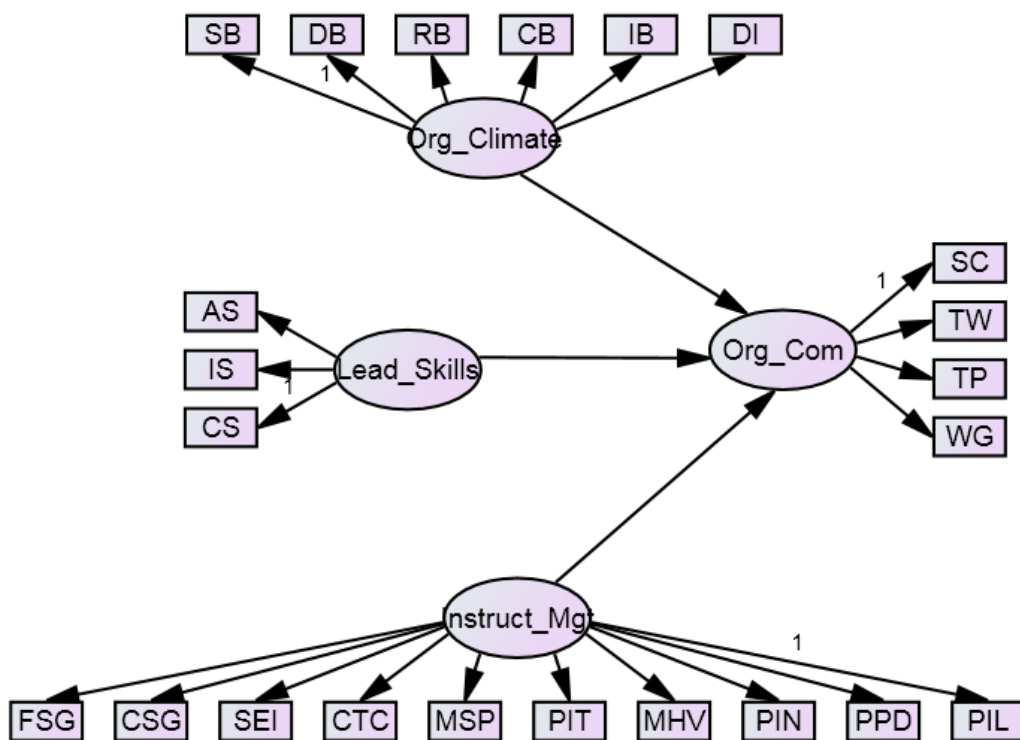


Figure 2. Hypothesized Model 1. Direct Relationship of Organizational Climate, Leadership Skills, Instructional Management towards Organizational Commitment

Legend:

- | | | | |
|-------------|--------------------------|---------|--|
| Org_Cli | = Organizational Climate | Ins_Mgt | = Instructional Management |
| SB | = Supportive Behavior | FSG | = Framing the School Goals |
| DB | = Directive Behavior | CSG | = Communicating the School Goals |
| RB | = Restrictive Behavior | SEI | = Supervising and Evaluating Instruction |
| CB | = Collegial Behavior | CTC | = Coordinating the Curriculum |
| IB | = Intimate Behavior | MSP | = Monitoring Student Progress |
| DI | = Disengaged Behavior | PIT | = Protecting Instructional Time |
| | | MHV | = Maintaining High Visibility |
| | | PIN | = Providing Incentives for the Teachers |
| | | PPD | = Promoting Professional Development |
| | | PIL | = Providing Incentives for Learning |
| Lead_Skills | = Leadership Skills | Org_Com | = Organizational Commitment |
| AS | = Administrative Skill | SC | = Commitment to School Policies |
| IS | = Interpersonal Skill | TW | = Commitment to Teaching work |
| CS | = Conceptual Skill | TP | = Commitment to Teaching Profession |
| | | WG | = Commitment to Work Group |

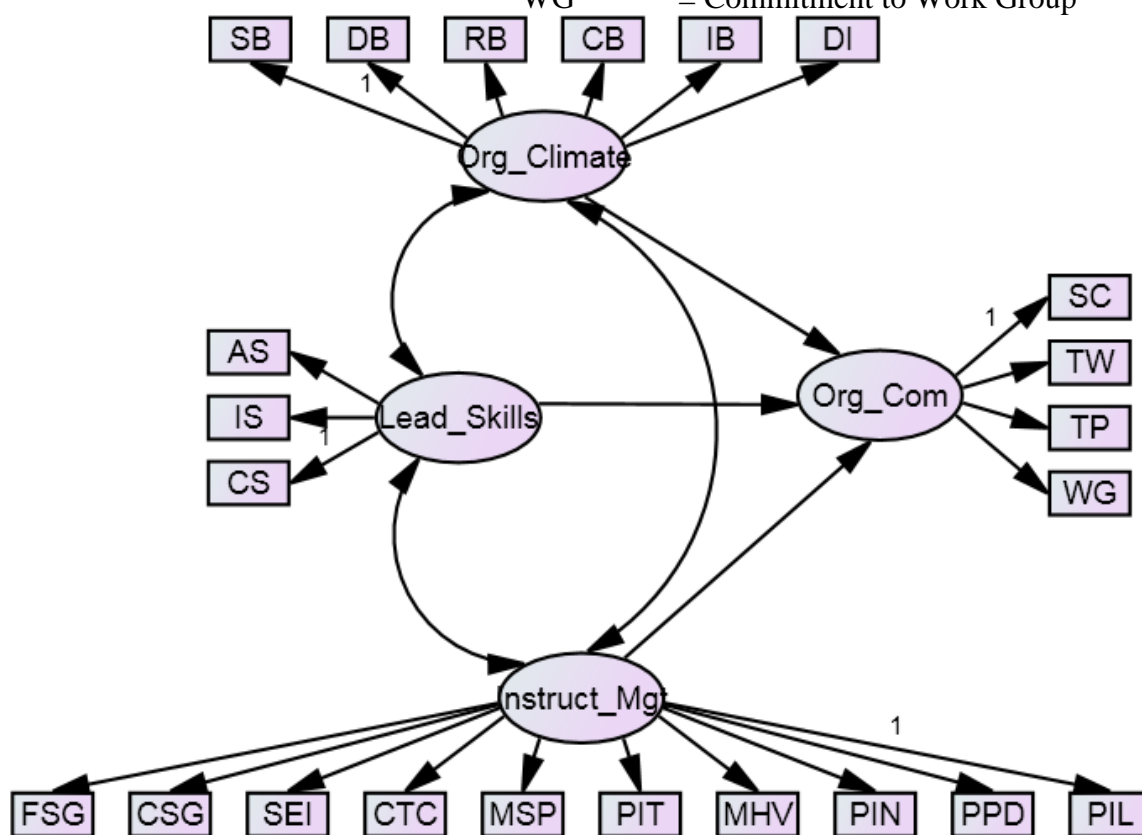


Figure 3. Hypothesized Model 2. Interrelationship of Organizational Climate and Instructional Management, Instructional Management and Leadership Skills, Leadership Skills and Organizational Climate and their Relationships towards Organizational Commitment

Legend:

- | | | | |
|---------|--------------------------|---------|--|
| Org_Cli | = Organizational Climate | Ins_Mgt | = Instructional Management |
| SB | = Supportive Behavior | FSG | = Framing the School Goals |
| DB | = Directive Behavior | CSG | = Communicating the School Goals |
| RB | = Restrictive Behavior | SEI | = Supervising and Evaluating Instruction |
| CB | = Collegial Behavior | CTC | = Coordinating the Curriculum |
| IB | = Intimate Behavior | MSP | = Monitoring Student Progress |
| DI | = Disengaged Behavior | PIT | = Protecting Instructional Time |
| | | MHV | = Maintaining High Visibility |
| | | PIN | = Providing Incentives for the Teachers |
| | | PPD | = Promoting Professional Development |
| | | PIL | = Providing Incentives for Learning |

Legend:

- | | | | |
|-------------|-------------------------|---------|------------------------------------|
| Org_Cli | =Organizational Climate | Org_Com | =Organizational Commitment |
| SB | =Supportive Behavior | SC | = Commitment to School Policies |
| DB | =Directive Behavior | TW | = Commitment to Teaching work |
| RB | =Restrictive Behavior | TP | =Commitment to Teaching Profession |
| CB | =Collegial Behavior | WG | = Commitment to Work Group |
| IB | =Intimate Behavior | | |
| DI | =Disengaged Behavior | | |
| Lead_Skills | =Leadership Skills | | |
| AS | =Administrative Skill | | |
| IS | =Interpersonal Skill | | |
| CS | =Conceptual Skill | | |

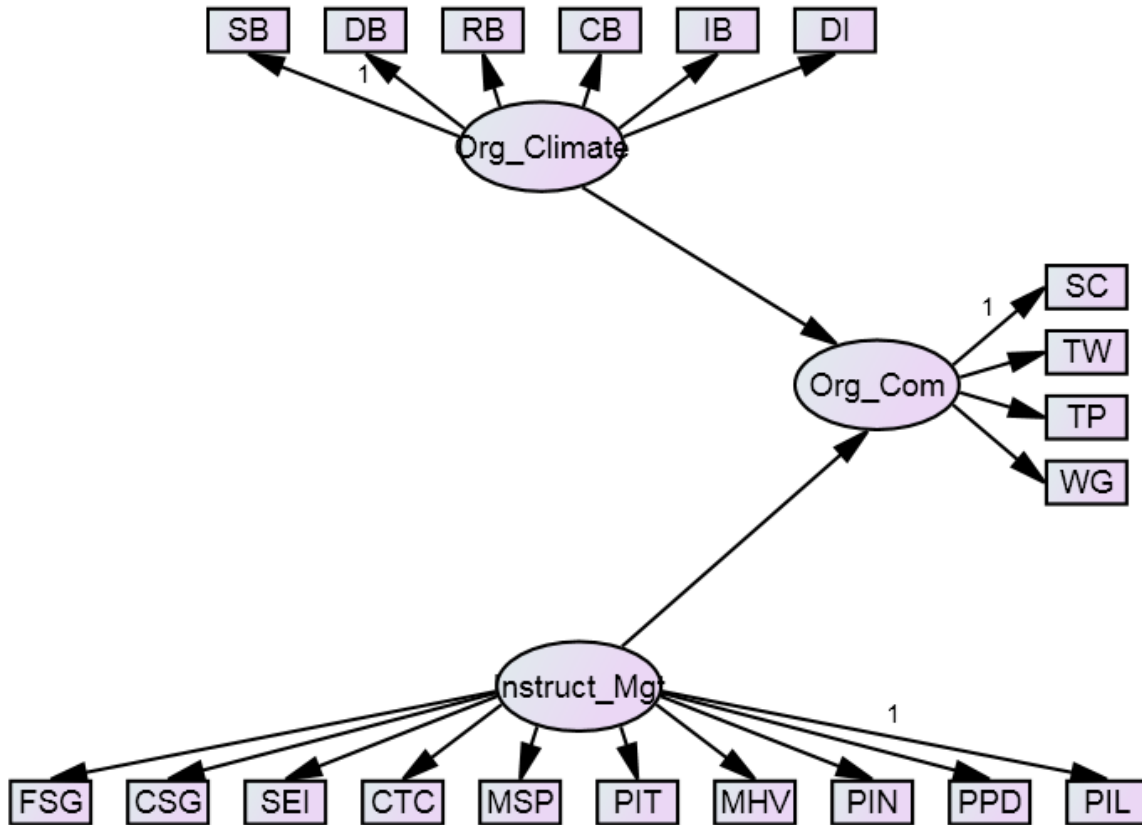


Figure 6. Hypothesized Model 5. Direct Relationship of Organizational Climate and Instructional Management towards Organizational Commitment

Legend:

- | | | | |
|---------|--------------------------|---------|--|
| Org_Cli | = Organizational Climate | Ins_Mgt | = Instructional Management |
| SB | = Supportive Behavior | FSG | = Framing the School Goals |
| DB | = Directive Behavior | CSG | = Communicating the School Goals |
| RB | = Restrictive Behavior | SEI | = Supervising and Evaluating Instruction |
| CB | = Collegial Behavior | CTC | = Coordinating the Curriculum |
| IB | = Intimate Behavior | MSP | = Monitoring Student Progress |
| DI | = Disengaged Behavior | PIT | = Protecting Instructional Time |
| | | MHV | = Maintaining High Visibility |
| | | PIN | = Providing Incentives for the Teachers |
| | | PPD | = Promoting Professional Development |
| | | PIL | = Providing Incentives for Learning |
| | | Org_Com | = Organizational Commitment |
| | | SC | = Commitment to School Policies |
| | | TW | = Commitment to Teaching work |
| | | TP | = Commitment to Teaching Profession |
| | | WG | = Commitment to Work Group |

2. METHODOLOGY

This section presents the research methods and procedures which are employed in this study. This chapter comprises mainly the quantitative research phase in which the processes employed to answer the problems of the study are described comprehensively.

Research Design

This quantitative study used a descriptive correlational research design to attain its objectives. Quantitative research methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through questionnaires, and surveys (Babbie, 2015). In this study, the quantitative approach was used to determine the relationship between the exogenous variables which are the organizational climate, leadership skills and instructional management and the endogenous variable which is the organizational commitment within a population. Generally, survey questionnaires were used for data collection.

Descriptive correlational research design, on one hand, is used to explore co-varying relationships between two or more variables, which means if one variable changes so does the other variable(s). It is also used to identify variables that relate to each other, to make predictions of one variable from another variable and to examine possible cause and effect relationships between one variable and another (Picciano, 2015).

On the other hand, descriptive research describes the characteristics of the population or phenomenon studied (McCombes, 2019). In this study, this methodology was used to describe the levels of organizational climate, leadership skills and instructional management of principals, and the organizational commitment of teachers.

Correlational research is used to establish a relationship between variables (Babbie, 2015). In this study, the relationships of the variables were observed along with how these variables were interrelated with each other. Likewise, it was used to determine the significant influence and relationships of the variables of this study.

Further, to generate the best fit model for organizational commitment of teachers, Structural Equation Modeling (SEM) was used. It is a series of statistical methods that allow complex relationships between one or more independent variables and one or more dependent variables (Wheaton et al., 2015). It is a multivariate statistical analysis technique that is used to analyze structural relationships. This technique is the combination of factor analysis and multiple regression analysis, and it is used to analyze the structural relationship between measured variables and latent constructs. This method was used by the researcher because it estimates the multiple and interrelated dependence in a single analysis. In this analysis, two types of variables are used; endogenous variables and exogenous variables. Endogenous variables are equivalent to dependent variables (organizational commitment) and exogenous variables are equal to the independent variables (organizational climate, leadership skills and instructional management).

Furthermore, SEM was used as a tool to analyze the complex relationships among variables of the study as it allows the researcher to diagnose which observed variables are good indicators of the latent variables (Brown & Cudeck, 2019; Loehlin, 2017). Also, it was used to show the causal relationships between the variables of the study.

Research Locale

The study was conducted among the private basic education schools comprising the Diocese of Butuan Educational System (DBES) in Region XIII. These schools are members of the Agusan Catholic Education Association (ACEA), an association of Catholic schools and colleges under or run by the Roman Catholic Diocese of Butuan which offer quality and accessible basic education. In this time of the pandemic due to COVID-19, these schools opted to use modular and online distance learning in their entire process of teaching and learning. The Roman Catholic Diocese of Butuan-Lat: Dioecesis Butuanensis- is a diocese of the Latin Rite of the Roman Catholic Church in the Philippines. Built in 1967, the diocese is a suffragan of Archdiocese of Cagayan de Oro. Currently, the Diocesan School Board is the bishop of the Diocese of Butuan and the Director of ACEA.

Region XIII or Caraga Administrative Region or simply known as Caraga Region is an administrative region in the Philippines occupying the northeastern section of the island of Mindanao. Region XIII was created through Republic Act No. 7901 on February 23, 1995. The region comprises five provinces, namely: Agusan del Norte, Agusan del Sur, Dinagat Islands, Surigao del Norte, and Surigao del Sur; six cities, namely: Bayugan, Bislig, Butuan, Cabadbaran, Surigao, and Tandag; 70 municipalities and 1,310 barangays. Butuan is the regional administrative center and a highly urbanized city.

Caraga Region, situated in the northeast section of Mindanao, is between 8 00' to 10 30' N. latitude and 125 15' to 126 30' E. longitude. It is bounded on the north by the Bohol Sea; on the south by the provinces of Davao del Norte, Compostela Valley, and Davao Oriental of Region XI; on the west by Bukidnon and Misamis Oriental of Region X; and on the east by the Philippine Sea of the Pacific Ocean.

The region is characterized by mountainous areas, flat and rolling lands. Mountain ranges divide Agusan and Surigao provinces and sub-ranges separate most of the lowlands along the Pacific coast. The most productive agricultural area of the region lies along the Agusan River Basin.

The researcher preferred to do the investigation in this region because he is presently connected to one of the private basic education schools comprising the DBES in Region XIII. As part of this community, the researcher desired to provide a structural equation model on the organizational commitment of teachers to better understand its factors and indicators. In this manner, the researcher will be able to offer a research-based model in improving teachers' commitment to the organization he belongs and to the community of schools comprising the DBES in Region XIII.



Figure 7. Maps of the Philippines and Region XIII

Research Respondents

The respondents of the study were the basic education teachers from the private basic education schools comprising the DBES in Region XIII. The data on the number of teachers from each school were taken from the School's official list of employees duly certified by the school director. The respondents were chosen regardless of their appointment as a probationary, substitute, or permanent, provided however that they have served the school for at least one year, designation whether as subject teacher, subject/area coordinator, or grade level coordinator, and educational attainment whether BS, MS/MA or EdD/PhD).

The study only limits its respondents to basic education teachers to observe homogeneity. This was done since most of the schools comprising the DBES in Region XIII are basic education learning institutions. There were 310 basic education teachers who responded to the study which according to Hoelter (2016) have met the critical sample size which will provide sufficient statistical power for data analysis

In reference to the sample size, an estimated non-response rate of 30 percent was considered. This rate was taken into account as higher response rates guarantee survey results with greater accuracy (Rea & Parker, 2018; Aday, 2016; Babbie, 2015). Specifically, a 70 percent response rate is believed to be reasonable in a survey of the general population that aims to describe knowledge or behaviors (Gordon, 2018).

On one hand, a universal sampling technique was used in determining the school. All basic education schools comprising DBES in Region XIII were chosen to participate in the study. On the other hand, purposive sampling was used in choosing the teacher-respondents. Teachers who are handling administrative positions without teaching loads and whose teaching experience in the institution is less than a year were excluded, hence, only those teachers handling classroom instructions were considered as respondents.

Research Instruments

In this study, four survey questionnaires, which consist of items designed mainly to answer the problems and describe the relationships of the variables, were used. The researcher made sure that no single indicator was removed from the downloaded copies knowing that this could affect the inclusiveness and the correctness of the results of the study. The authors and the internet sources were also cited properly.

The validity and reliability of the questionnaires were considered. First, the questionnaires underwent validation from the pool of expert. Then, questions were modified to observe linearity and parallelism following the suggestions and recommendations of the pool of validators. The comments and suggestions of the validators were incorporated into the final draft. Then, a pilot test was conducted among the 37 randomly selected teachers of Father Saturnino Urios College of Trento, Inc. (FSUCTI). These respondents were excluded during the actual survey. Further, Cronbach's alpha was used to determine the internal consistency or average correlation of items of the survey instruments. The higher the score, the more reliable the generated scale is. Nunnally (2013) has indicated 0.7 as the cutoff value for an acceptable reliability coefficient, hence, the four questionnaires established acceptable Cronbach's alpha coefficients.

The first survey questionnaire to assess the variable, organizational climate, was adopted from Hoy (1972) which was also used in the study conducted by Duff (2013) entitled "Differences in Assessments of Organizational School Climate between Teachers and Administrators". The survey questionnaire consisted of 42 items with six indicators, namely; supportive behavior, directive behavior, restrictive behavior, collegial behavior, intimate behavior, and disengaged behavior. It used a 5-point Likert scale. One (1) is the lowest which means "strongly disagree" and five (5) is the highest which means "strongly agree". The overall Cronbach's coefficient alpha of the questionnaire is 0.898 which means that its internal consistency is good and the items are highly correlated (Salkind, 2015) and highly reliable (Konting, 2015). The scores were interpreted using the following parameter limits:

Mean Range	Description	Interpretation
4.20 – 5.00	Very High	The school's organizational climate is always manifested.
3.40 – 4.19	High	The school's organizational climate is oftentimes manifested.
2.60 – 3.39	Moderate	The school's organizational climate is sometimes manifested.
1.80 – 2.59	Low	The school's organizational climate is rarely manifested.
1.00 – 1.79	Very Low	The school's organizational climate is never manifested.

The second survey questionnaire used to measure the leadership skills was adopted from Northouse (2010). The purpose of this questionnaire is to identify one's leadership skills and to provide a profile of one's leadership

skills showing his/her strengths and weaknesses. This instrument is designed to measure three broad types of leadership skills which are administrative, interpersonal, and conceptual. In answering the questionnaire, the respondents were asked to respond to the 18 items. There were 6 items for each factor. For each item, five choices were ranging from “strongly disagree” to “strongly agree”. The overall Cronbach’s coefficient alpha of the questionnaire is 0.925 which means that its internal consistency is excellent and the items are highly correlated (Salkind, 2015) and highly reliable (Konting, 2015). Scores were interpreted using a 5-point scale and interpreted using the parameter limits as follows:

Mean Range	Description	Interpretation
4.20 – 5.00	Very High	The leadership skills are always evident.
3.40 – 4.19	High	The leadership skills are oftentimes evident.
2.60 – 3.39	Moderate	The leadership skills are sometimes evident.
1.80 – 2.59	Low	The leadership skills are rarely evident.
1.00 – 1.79	Very Low	The leadership skills are never evident.

The third questionnaire, the instructional management survey questionnaire, was adopted from Hallinger (1980). This questionnaire is designed to provide a profile of the principal's instructional management. It consisted of 50 behavioral statements that describe principal job practices and behaviors. There were 10 indicators and each indicator comprises 5 items, hence, a total of 50 questions about the job behavior and practices of a principal. The indicators of this questionnaire were: frame the school goals, communicate the school goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, promote professional development and provide incentives for learning. The respondents responded to every item in a 5-point Likert scale ranging from “strongly disagree” to “strongly agree”. The overall Cronbach’s coefficient alpha of the questionnaire is 0.937 which means that its internal consistency is excellent and the items are highly correlated (Salkind, 2015) and highly reliable (Konting, 2015). The following parameter limits were used to interpret the scores.

Mean Range	Description	Interpretation
4.20 – 5.00	Very High	The instructional management is always demonstrated.
3.40 – 4.19	High	The instructional management is oftentimes demonstrated.
2.60 – 3.39	Moderate	The instructional management is sometimes demonstrated.
1.80 – 2.59	Low	The instructional management is rarely demonstrated.
1.00 – 1.79	Very Low	The instructional management is never demonstrated.

The fourth questionnaire, the organizational commitment survey questionnaire, was adopted from Celep, et al. (2000) which was also used in the study of Tok (2012) entitled “Teachers’ Job Satisfaction and Organizational Commitment in Turkey”. It is composed of 24 items designed purposely to determine the possible feelings an individual might have about the school or organization for which they work. It has four indicators, namely; commitment to school policies, commitment to teaching work, commitment to teaching profession and commitment to workgroup. It used a 5-point Likert scale ranging from “strongly disagree” to “strongly agree”. The overall Cronbach’s coefficient alpha of the questionnaire is 0.921 which means that its internal consistency is excellent and the items are highly correlated (Salkind, 2015) and highly reliable (Konting, 2015). The scores were interpreted using the following parameter limits:

Mean Range	Description	Interpretation
4.20 – 5.00	Very High	The organizational commitment is always observed.
3.40 – 4.19	High	The organizational commitment is oftentimes observed.
2.60 – 3.39	Moderate	The organizational commitment is sometimes observed.
1.80 – 2.59	Low	The organizational commitment is rarely observed.
1.00 – 1.79	Very Low	The organizational commitment is never observed.

Data Gathering Procedure

In facilitating the gathering of the needed data, the following procedures were undertaken. The researcher first sought the approval of the Dean of the Graduate School of the University of the Immaculate Conception (UIC) to conduct the study and gather data. Also, the researcher secured for the ethical clearance from the UIC-Research Ethics Committee before data gathering commenced using the validated instruments. Consequently, the researcher sent a letter, via email, to the School Principals. Copies of the approved letters were appended.

Moreover, face-to-face distribution of the questionnaires was avoided in strict observance of the existing health protocols and safety measures to lessen or eliminate the spread of COVID-19.

The questionnaires were distributed to the respondents after having been validated by experts and reliability tested. These were encoded via google forms in which only the participants and the researcher can access. Then, the collection of completed questionnaires was done online. The data were then tallied and treated with appropriate statistical tools.

Also, factor such as data contamination was managed by the researcher by keeping each response highly confidential. This was expressed in the cover letter of the questionnaires. The researcher believed that if the respondents were made to understand the confidentiality of their responses, then, they were able to answer the questionnaires with all sincerity. The cover letter of the questionnaires was sent through the respondents' email addresses and the discussion was done by batch using the online application via Google Meet, Zoom and other video conferencing services.

Moreover, other factors that might affect the results of the study, such as the number of hours utilized by the respondents in answering the four sets of questionnaires, the condition of the room or area to which the questionnaires were answered, and the physical condition of the respondents while answering were also considered by expressing these as reminders in the cover letter of the questionnaires.

Statistical Tools

The data were analyzed using various statistical tools.

Mean. This was used to describe the level of organizational climate of schools, leadership skills of the principals, instructional management of the principals, and organizational commitment of teachers.

Standard Deviation. This was used to determine the homogeneity and heterogeneity of the group's responses. This was also used to measure the dispersion of a dataset relative to its mean.

Pearson Product-Moment Correlation. This was employed to determine the significant relationships between variables; organizational commitment and organizational climate, organizational commitment and leadership skills, and organizational commitment and instructional management. The degree of relationship was interpreted using the range of values (Asaad, 2016) as follows: ± 1.00 means perfect correlation, ± 0.75 to ± 0.99 means high correlation, ± 0.51 to ± 0.74 means moderately high correlation, ± 0.31 to ± 0.50 means moderately low correlation, ± 0.01 to ± 0.30 means low correlations and 0.00 means no correlation.

Multiple Regression Analysis. This was employed to determine the relative contribution of each of the exogenous variables (organizational climate, leadership skills, and instructional management) to the endogenous variable (organizational commitment) as well as to determine the best predictors that influence organizational commitment of teachers.

Structural Equation Modeling. This was used to determine the model of organizational commitment by evaluating the overall and structural equation model fit of the research model (Stafford, 2016). Moreover, it follows a confirmatory approach to data analysis where the hypothesized relationships can be fitted all at once and can be evaluated at the same time as they interact in a manner that is closer to mundane reality than individual specification and testing of the theoretical causal paths can be (Stafford, 2016). To evaluate the goodness of fit of the generated model, the following indices were computed: Chi-square/degree of freedom (χ^2/df), Normed Fit Index (NFI), Tucker Lewis Index (TLI), Comparative Fit Index (CFI), Goodness of Fit Index (GFI), and Root Mean Square Error of Approximation (RMSEA).

The RMSEA estimates lack of fit compared to the full model should be less than 0.08. The RMSEA index measures the discrepancy between the observed and estimated covariance matrices per degree of freedom. Values less than 0.08 indicates a good fit and values between 0.08 and 0.10 indicate a mediocre fit (Steiger, 2014).

Other indices that estimate the goodness of fit of the tested model with the full model are NFI, TLI, CFI and GFI. These indices should exceed 0.90 to indicate a good fit (Baumgartner & Homburg, 2012; Arbuckle, 2010).

NFI analyzes the discrepancy between the chi-squared value of the hypothesized model and the chi-squared value of the null model (Bentler & Bonett, 2015). TLI is an index that prefers simpler models and resolves some of the issues of negative bias between the chi-squared value of the hypothesized model and the chi-squared value of the null model (Tucker & Lewis, 2016; Hu & Bentler, 2010).

CFI analyzes the model fit by examining the discrepancy between the data and the hypothesized model while adjusting for the issues of sample size inherent in the chi-squared test of model fit and the normed fit index (Gatignon, 2010). And, GFI is a measure of fit between the hypothesized model and the observed covariance matrix that is accounted for by the tested model (Mulaik, et. al., 2012).

SEM, like other statistical techniques, requires an appropriate sample size to produce reliable estimates (Hair, et. al, 2012). Kline (2010) suggested that a very complicated path model needs a sample size of 200 or larger. This was supported by Garver and Mentzer (2010) and Hoelter (2016) who proposed that a critical sample size of 200 and above is understood to provide sufficient statistical power for data analysis.

The following summarizes the standard criterion of goodness of fit indices. These indices were used to identify the best fit model of the study in which all the ranges completely within the parameters of the parsimonious model.

Goodness of Fit Measures		Standard Criterion
CMIN/df	Chi-Square/Degrees of Freedom	<3(Hooper, et.al, 2016; Schumacker & Lomax, 2010)
NFI	Normed Fit Index	≥.90(Baumgartner & Hombur, 2012; Arbuckle, 2010)
TLI	Tucker Lewis Index	≥.90(Baumgartner & Hombur, 2012; Arbuckle, 2010)
CFI	Comparative Fit Index	≥.90(Baumgartner & Hombur, 2012; Arbuckle, 2010)
GFI	Goodness of Fit Index	≥.90(Baumgartner & Hombur, 2012; Arbuckle, 2010)
RMSEA	Root Mean Square of Error Estimation	≤.08 (Browne & Cudeck, 2019)
P-close	P Value for Test of Close Fit	>.05

Ethical Considerations

To ensure that the study was conducted ethically, the study was reviewed by the UIC-REC before the conduct of the study. Thus, this study has undergone the protocol of the UIC-REC. Further, participants' full consent was obtained before the survey questionnaires were distributed. Their privacy protection was ensured and they were assured of the confidentiality of their answers.

Social Value. The study provided empirical evidence on the interconnectedness of the organizational climate of a school, leadership skills of principals, instructional management of principals, and organizational commitment of teachers of Diocese Schools in Region XIII. Further, the study helped in improving the organizational commitment of teachers thereby improving their productivity and efficiency. The school administrators were provided with evidence-based knowledge on how to attain and sustain highly committed teachers working towards the attainment of the school's goals and objectives. The human resource management officers or trainers also benefited by gaining a better understanding of the variable-indicators that directly or indirectly affect teachers' commitment which could be used as bases in framing effective and reliable tools in evaluating and assessing teachers' performance. Moreover, this study helped teachers in identifying areas of strength as well as areas that need to be developed to function more effectively as facilitators of learning and primary implementers of the program or curriculum. School's stakeholders were benefited from the impact of this research on the leadership and instructional management of principals by utilizing the results of the study as a basis for crafting, improving, and sustaining leadership and instructional management-related programs and initiatives

Consent. The researcher asked permission for the respondents' participation through informed consent. They were adequately informed about the purpose of the study and they were made to understand the reason for their participation. It was made clear to all the respondents that their involvement in the study is voluntary and they could withdraw their participation from the study anytime even without stating their reason for withdrawal. The respondents were also adequately oriented about the method and design that the study used via google forms, google meet, zoom, and other video conferencing services. Using these platforms, relevant and significant information related to the study was comprehensively discussed with the respondents. The researcher made sure that there were no coercion and any related activities that will affect the respondents' willingness to participate. Further, the researcher secured consent and approval from the Dean of the Graduate School and the UIC-REC before proceeding with the study. Further, the researcher also asked permission from the DBES and the school principals before conducting the study. Lastly, the respondents were assured that their identity will be kept with utmost confidentiality and will not be revealed in the presentation and analysis of the findings.

Vulnerability of Research Respondents. The respondents in this study were not considered vulnerable since they are teachers who are already of legal age, who can make autonomous decisions, who can decide whether to be involved or not and who can handle situational circumstances effectively and responsibly. Further, the researcher gave assurance that the respondents' identities were kept confidential and they were guaranteed that

they were protected from the possibility of being identified. Risk factors were also considered and handled carefully by giving the respondents the protection they truly deserved. This was done by protecting their autonomy and treating them with courtesy and respect. Possible harm and danger brought about by COVID-19 were avoided by strictly observing the existing health and safety protocols and by using google forms in the distribution of questionnaires that only the respondents and the researcher could access.

Risks, Benefits, and Safety. In the distribution of the survey questionnaires, the researcher fully disclosed to the respondents the nature of the research and explained thoroughly and adequately the purpose and benefits of the study and the confidentiality of their responses as well. The researcher ascertained that the respondents will not be subjected to harm in any way. Moreover, the researcher made sure that the questionnaires did not contain any degrading or unacceptable statements that could be offensive to the respondents. Likewise, the questionnaires were designed purely to collect information related to the study, and no private questions were asked. To minimize inconvenience, the researcher made sure that the questionnaires were encoded through google forms in which only the researcher and the respondents can access. This was done to avoid physical contact with the respondents considering the possible threats brought about by COVID-19. Further, the respondents were given enough time to understand the instructions. Furthermore, the researcher valued their participation and placed their welfare as the highest priority during the conduct of the study.

Privacy and Confidentiality. Concerning the respondents' right to privacy, the researcher secured all records and did not release any information that could expose their specific identity. In addition, the researcher adhered to the principles of transparency, legitimate purpose, and proportionality in the collection, retention, and processing of personal information in compliance with the Data Privacy Act of 2012. The anonymity and confidentiality of respondents were protected throughout the study by protecting their identities and by ensuring that the data cannot be traced back. These were done to avoid psychological harm against human subjects like humiliation, dangers of exposure, loss of respect, embarrassment, and the like. Lastly, the procedures undertaken, the potential risks and benefits of the respondents in participating in the study were presented and discussed to the respondents through an online platform.

Justice. The researcher was impartial in choosing the participants of the study by giving the respondents what they truly deserved. The principle of justice required the researcher to be fair to the respondents. In this study, partiality in dealing with the participants was avoided, by treating all respondents equally. To compensate for the time that the respondents spent during the data gathering stage, the researcher provided them with tokens of appreciation and letters of gratitude. Reimbursement of load expenses incurred by the respondents during the data gathering stage was also done. Moreover, respect for the dignity of respondents was prioritized. And, the results of this study were presented to them, and copies were made accessible to the respondents.

Transparency. The researcher safeguarded the proper implementation of the methods used in the study. The researcher included all the necessary documents that will support the data analysis and gave the readers access to read and to gain a better understanding of the study's results and findings. Further, the findings were discussed comprehensively, especially the information that might affect the presentation of the results. The researcher described the extent of his involvement and how he maintained objectivity in analyzing data and presenting the results of the study. Consent was secured from the respondents. Further, the respondents were updated from time to time as regards the status of this research through emails.

Qualification of the Researcher. The researcher was motivated to conduct the study since this field is in relation to his profession as an educator and school leader. The researcher recognized his limited exposure to SEM. Consequently, he asked for direction and advice from his adviser, from the members of the technical panel, and from his peers who are proficient in this method. This pool of experts guided him towards the completion of this study. Additional readings and researches were also done to intensify the researcher's knowledge of SEM. The researcher's adviser was consulted from time to time giving the researcher due advice relative to the format and contents of the study. The researcher also asked the help of the statistician and made a constant effort to consult him every step of the way especially in the presentation and analysis of the results. Finally, suggestions and recommendations of the technical panel were followed and incorporated in the final draft.

Adequacy of Facilities. The researcher ensured the availability and accessibility of the needed facilities in this study. Library and internet resources were made available for further readings and references to deepen and strengthen the analysis and interpretation of the gathered data. Other materials that are of great help were also made accessible. The researcher's adviser made herself always available for consultations. Finally, the group of

experts provided valuable feedback and suggestions. They were also asked and consulted to help the researcher not only in conducting the study but also in communicating the results.

Community Involvement. This study sought permission from the UIC-REC and from Dean of the Graduate School before proceeding with the study. Further, the researcher also asked permission from the DBES and from the school principals before conducting the study. Informed consent from the respondents was also secured making them fully aware of their participation in the study. Further, the final product of the researcher is directed towards community involvement. The benefits were afforded back by the researcher to the schools involved in this study by sharing the results and implications of the findings of the study. This was done to increase their awareness in retaining highly committed teachers in the academe.

3. RESULTS AND DISCUSSION

This chapter presents, analyzes and interprets the data obtained based on the sequence of problems presented in Chapter 1. The results were analyzed and treated with appropriate statistical tools. Interpretations were derived from the computed data leading towards the regression and structural equation model measurements of datasets. This then established the structural variable and variable-indicators that explain the organizational commitment of teachers of the basic education schools comprising Diocese of Butuan Educational System.

Level of Organizational Climate of Schools

Table 1 presents the results of the study on the level of organizational climate of schools in terms of supportive behavior, directive behavior, restrictive behavior, collegial behavior, intimate behavior and disengaged behavior.

The overall mean for organizational climate of schools comprising DBES in Region XIII is 4.27 which is described as very high level. This implies that the schools' organizational climate is always manifested. The overall standard deviation (SD) is .532 is less than 1.00 which represents homogeneity of responses from the participants and the responses are not so dispersed from each other.

Table 1 Level of Organizational Climate of Schools

Organizational Climate	Mean	SD	Description
Supportive Behavior			
1. going out of his/her way to help teachers.	4.39	.771	Very High
2. using constructive criticism.	4.19	.800	High
3. explaining his/her reasons for criticism to teachers.	4.28	.817	Very High
4. listening to and accepts teachers suggestions.	4.41	.802	Very High
5. looking out for the personal welfare of teachers.	4.40	.769	Very High
6. treating teachers as equals.	4.30	.902	Very High
7. complimenting teachers.	4.37	.821	Very High
8. making it easy to understand.	4.24	.875	Very high
9. going out of his/her way to show appreciation to teachers	4.36	.812	Very High
Category Mean	4.33	.690	Very High
Directive Behavior			
1. ruling with leniency.	4.22	.708	Very High
2. checking the sign-in sheet every morning.	3.98	.970	High
3. scheduling the work for the teachers.	4.34	.828	Very High
4. correcting teachers' mistakes.	4.38	.748	Very High
5. checking closely classroom (teacher) activities.	4.25	.843	Very High
6. supervising teachers closely.	4.23	.853	Very High
7. checking lesson plans.	4.22	.911	Very High
8. listening to inputs of teacher.	4.36	.808	Very High
9. monitoring everything teachers do.	4.31	.829	Very High
Category Mean	4.25	.679	Very High
Restrictive Behavior			
1. making routine duties do not interfere with the job of teaching.	4.11	0.793	High
2. having manageable committee requirements as teachers.	4.25	.756	Very High
3. making administrative paperwork is easy.	3.97	.796	High
4. reducing teachers' paperwork through clerical support.	3.97	.885	High
5. managing properly with busy work as teachers .	4.19	.775	High
Category Mean	4.10	.676	High

Collegial Behavior			
1. accomplishing their work with energy, vigor, and pleasure.	4.30	.778	Very High
2. leaving the school immediately after class.	3.55	.976	High
3. accepting the faults of their colleagues.	4.22	.797	Very High
4. helping and supporting each other.	4.52	.705	Very High
5. making them proud of their school.	4.55	.684	Very High
6. accepting readily new teachers as colleagues	4.56	.669	Very High
7. socializing together in small, select groups.	4.39	.733	Very High
8. respecting the professional competence of their colleagues.	4.58	.637	Very High
Category Mean	4.33	.558	Very High
Intimate Behavior			
1. having their other faculty members as their closest friends.	4.36	.835	Very High
2. inviting faculty members to visit them at home.	4.00	.938	High
3. knowing the family background of other faculty members.	4.01	.903	High
4. having fun socializing together during school time.	4.34	.823	Very High
5. having get-together for each other.	4.35	.786	Very High
6. socializing with each other on a regular basis.	4.31	.763	Very High
7. providing strong social support for colleagues.	4.42	.754	Very High
Category Mean	4.25	.668	Very High
Disengaged Behavior			
1. seeing faculty meetings useful.	4.57	.678	Very High
2. expecting minority group of teachers openly discussing matters with the majority.	4.26	.805	Very High
3. exerting no group pressure on non-conforming faculty members as teachers.	4.10	.818	High
4. respecting each other when teachers talk at faculty meetings.	4.55	.680	Very High
Category Mean	4.37	.595	Very High
Overall Mean	4.27	.532	Very High

Supportive Behavior. The category mean of this indicator is 4.33 described as very high while the mean ranges from 4.19 to 4.41. Specifically, the item which states that principal *listening to and accepts teachers' suggestions*, the mean is 4.41 described as very high. Further, the item with the mean value of 4.19 described as high is on principal *using constructive criticism*.

The level of principal's supportive behavior of schools comprising DBES in Region XIII is very high. This means that the organizational climate of schools in terms of supportive behavior is always manifested. This finding is in congruence with the study conducted by Isaksen and Akkermans (2017) that the supportive behavior is always manifested among principals and could positively affect organizational climate of schools. The study also revealed that the principal always listens to and accepts teachers' suggestions and uses constructive criticism. This finding is in concurrence with the study of Hoy et al. (2016) that supportive behavior of principals includes openness to suggestions, and his/her ability to give and receive criticism.

Directive Behavior. The category mean of this indicator is 4.25 described as very high while the mean ranges from 3.98 to 4.38. On one hand, in the aspect of the principal *correcting teachers' mistakes*, the mean is 4.38 described as very high. On the other hand, in the aspect of the principal *checking the sign-in sheet every morning* the mean is 3.98 which is described as high.

The level of principal's directive behavior of schools comprising DBES in Region XIII is very high. This means that the organizational climate of schools in terms of directive behavior is always manifested. The study also reveals that the principal always corrects teachers' mistakes. This finding is parallel to the study conducted by Northouse (2018) that directive leaders provide task directions and instructions to their followers that incorporate what their expectations are and how to follow them. Further, the study also shows that the principal oftentimes checks the sign-in sheet every morning. This finding adheres to the study of House & Mitchell (2017) that such is done to regularly checks on teachers' performance and their abilities to follow rules, and regulations.

Restrictive Behavior. In this indicator, the category mean is 4.10 described as high while the mean ranges from 3.97 to 4.25. Specifically, in the aspect of *having manageable committee requirements as teachers* the mean

value is 4.25 described as very high. Also, the items on *making administrative paperwork is easy and reducing teachers' paperwork through clerical support*, the mean ratings are both 3.97, described as high.

The level of restrictive behavior of schools comprising DBES in Region XIII is high. This means that the organizational climate of schools in terms of restrictive behavior is oftentimes manifested. This finding supports the study of Hoy and Clover (2016) that school climate is affected by how the principals carry out their restrictive behaviors. The study also reveals that teachers always have manageable committee requirements. This finding is negated by the study of Hoy and Clover (2016) that principals tend to overload teachers with non-teaching demands which will result in stress and in turn which might cause some problems (Baltaş & Baltaş, 2015). Further, the study shows that oftentimes administrative paperwork is easy and clerical support reduces teachers' paperwork. This was also negated by Hoy and Clover (2016) that principals overloaded teachers with paperwork and additional duties and responsibilities that interfered with classroom responsibilities.

Collegial Behavior. The table reveals that this indicator has a category mean of 4.33 described as very high while the mean ranges from 3.55 to 4.58. Specifically, in the aspect of the teachers *respecting the professional competence of their colleagues* the mean value is 4.58 described as very high. In addition, in the aspect of the teachers *leaving school immediately after class* the mean is 3.55, described as high.

The level of teacher's collegial behavior of schools comprising DBES in Region XIII is very high. This means that the organizational climate of schools in terms of collegial behavior is always manifested. The study also reveals that the teachers always respect the professional competence of their colleagues. This result is in congruence to a study carried out by Leonard and Leonard (2018) as the findings of the study stated that collegial behavior causes its members to interact regularly to share their ideas and expertise. Further, the study also shows that the teachers oftentimes leave school immediately after class. This finding is parallel to the study conducted by Herman and Reink (2018) that teachers leave school immediately after class to avoid stress and burnout which according to Hanson (2016), could increase the probability of teachers leaving their posts.

Intimate Behavior. The category mean of this indicator is 4.25 described as very high while the mean ranges from 4.00 to 4.42. Specifically, in the aspect of the teachers *providing strong social support for colleagues* the mean value is 4.42 described as very high. Further, in the aspect, the teachers *inviting faculty members to visit them at home*, the mean value is 4.00 and described as high.

The level of teacher's intimate behavior of schools comprising DBES in Region XIII is very high. This means that the organizational climate of schools in terms of intimate behavior is always manifested. The study also reveals that the teachers always provide strong social support for colleagues. This finding aligns with the study of Hoy (2018) that teachers socialize together regularly when they know each other and when they value the quality of their interpersonal relationship with peers and superiors. Further, the study also shows that the teachers always invite faculty members to visit them at home. This finding is in congruence with the study of Hoy (2018) that these are teachers' ways of maintaining wholesome and cordial relations with colleagues and in most cases, they offer help and assistance to their colleagues when needed.

Disengaged Behavior. The category mean of this indicator is 4.27 and described as very high while the mean ranges from 4.10 to 4.57. Specifically, in the aspect of *seeing faculty meetings useful* the mean is 4.57 described as very high. Also, in the aspect of *exerting no group pressure on non-conforming faculty members as teachers* the mean value is 4.10 and is described as high.

The level of disengaged behavior of schools comprising DBES in Region XIII is very high. This means that the organizational climate of schools in terms of disengaged behavior is always manifested. The result also reveals that faculty meetings are always useful. This finding is parallel to the study of Bogler and Somech (2015) that when employees are engaged in the organization, they want to have active roles in the organization, and they want to have an impact on the programs, procedures, or strategies of the organization. Further, the study shows that oftentimes teachers do not exert group pressure on non-conforming faculty members. This finding is in harmony with the study of Hoy (2018) that such is done for them not to irritate, annoy, and interrupt each other which will then distract the basic task of teaching.

The results further display that the category mean values ranges from 4.10 to 4.37. Specifically, in terms of disengaged behavior the mean value is 4.37 described as very high, while in terms of restrictive behavior the mean value is 4.10 and described as high. Moreover, the values of standard deviations of each category show that the scores are clustered closely around the overall mean.

The findings are in agreement with the studies conducted by Parsons (2017), that the creation of any school climate starts with the principal, and it is reflected in the relationships among teachers and, Taylor (2016) that climate in the school is deliberately modeled by the principals. Thus, organizational climate where quality relationships exist is a unified work of the aforementioned.

Level of Leadership Skills of Principals

Table 2 presents the results of the study on the level of leadership skills of principals in terms of administrative skill, interpersonal skill, and conceptual skill. The overall mean for leadership skills of principals of schools comprising DBES in Region XIII is 4.36 which is described as a very high level. This means that leadership skills are always evident. The overall standard deviation (SD) is .668 is less than 1.00 which represents the homogeneity of responses from the participants.

Table 2 Level of Leadership Skills of Principals

Leadership Skills	Mean	SD	Description
Administrative Skill			
1. is effective with the detailed aspects of her/his work.	4.39	.715	Very High
2. filling out forms and works with details with ease.	4.36	.700	Very High
3. managing people and resources well.	4.36	.795	Very High
4. enjoying responding to people's request and concern.	4.31	.813	Very High
5. understanding that obtaining and allocating resources is a challenging aspect of her/his job.	4.40	.721	Very High
6. is effective at obtaining resources to support our programs.	4.37	.729	Very High
Category Mean	4.37	.669	Very High
Interpersonal Skill			
1. knowing ahead of time how people will respond to a new idea or proposal.	4.32	.770	Very High
2. understanding that social fabric of the organization is important.	4.40	.729	Very High
3. enabling to sense the emotional undercurrents in the group.	4.21	.873	Very High
4. using emotional energy to motivate teachers.	4.29	.906	Very High
5. understanding that the key to successful conflict resolution is respecting the opponent.	4.35	.797	Very High
6. working hard to find consensus in conflict situations.	4.35	.810	Very High
Category Mean	4.32	.724	Very High
Conceptual Skill			
1. is effective at problem solving.	4.36	.741	Very High
2. addressing problems immediately.	4.34	.803	Very High
3. seeing the big picture easily.	4.32	.828	Very High
4. seeing the importance of making strategic plans.	4.48	.740	Very High
5. enjoying discussing organizational values and philosophy.	4.41	.791	Very High
6. is flexible about making changes in the organization	4.41	.766	Very High
Category Mean	4.39	.702	Very High
Over all Mean	4.36	.668	Very High

Administrative Skills. This indicator has a category mean of 4.37 and described as very high while the mean ranges from 4.31 to 4.40. Specifically, in the aspect of the principal *understanding that obtaining and allocating resources is a challenging aspect of his/her job* the mean value is 4.40 described as very high. Also, in the aspect of the principal *enjoying responding to people's request and concern* the mean is 4.31, still described as very high.

The level of administrative skills of principals of schools comprising DBES in Region XIII is very high. This means that the level of leadership skills of principals in terms of administrative skills is always evident. The result also reveals that the principal always understands that obtaining and allocating resources is a challenging aspect of his/her job. This finding is in consonance with the study of Muller (2016) that principals find it arduous to allocate resources on the various programs, projects, and activities as reflected on the school improvement

plans considering the available sources and knowing that these programs are of equal importance duly presented and defended by the teachers, subject coordinators and curriculum coordinators. Further, the result also shows that the principal always enjoys responding to people's request and concern. This finding is in concurrence with the study of Smith and Smith (2015) that school leaders are active listeners and they demonstrate respect by valuing the ideas of other people.

Interpersonal Skills. The category mean of this indicator is 4.32 described as very high while the mean ranges from 4.21 to 4.40. Specifically, in the aspect of the principal *understanding that the social fabric of the organization is important* the mean is 4.40 described as very high. On one hand, in the aspect of the principal *enabling to sense the emotional undercurrents in the group*, the mean is 4.21 and still described as very high.

The level of interpersonal skills of principals of schools comprising DBES in Region XIII is very high. This means that the level of leadership skills of principals in terms of interpersonal skills is always evident. The result also reveals that the principal always understands that the social fabric of the organization is important. The result also shows that the principal is always able to sense the emotional undercurrents in the group. These findings support the study of Parlar, et al. (2017) that principals create and establish professional cooperation and a positive working environment that will enable the teachers to be more engaged in accomplishing their tasks thereby increasing the school's productivity and level of accomplishment. Moreover, these findings are in congruence with the study of Ogundele et al. (2015) that principals should communicate with the teachers and colleagues effectively to motivate and encourage teacher's professional development.

Conceptual skills. This indicator reveals a category mean of 4.39 described as very high and the mean ranges from 4.32 to 4.48. Specifically, in the aspect of the principal *seeing the importance of making strategic plans* the mean value is 4.48 described as very high. Further, in the aspect of the principal *seeing the big picture easily* the mean value is 4.32 still described as very high.

The level of conceptual skills of principals of schools comprising DBES in Region XIII is very high. This means that the level of leadership skills of principals in terms of conceptual skills is always evident. The result also reveals the principal always sees the importance of making strategic plans. The result further shows that the principal always sees the big picture easily. These findings are in harmony with the study of Christensen and Joseph (2016) and Cordone (2017) that principals have the ability to think creatively, formulate abstractions and analyze complex situations leading towards the resolution of the existing problems.

Lastly, the results further display that the category mean ranges from 4.32 to 4.39. In terms of conceptual skill, the mean value is 4.39 described as very high, while in terms of interpersonal skill the mean value is 4.32 still described as very high. Moreover, the values of standard deviations of each category show that the scores are clustered closely around the overall mean.

The findings are in agreement with the studies conducted by Curtis (2018) that effective leadership skills help to elevate teacher's profession and motivate them to perform well and do their job as best as they could and Saini and Goswami (2019) that leadership skills of the school principal empower teachers and lead them in understanding their moral obligations to students and to society.

Level of Instructional Management Skills of Principals

Table 3 presents the results of the study on the level of instructional management skills of principals in terms of framing the school goals, communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for the teachers, promoting professional development and providing incentives for learning.

The overall mean for instructional management skills of principals of schools comprising DBES in Region XIII is 4.35 which is described as very high level. This means that instructional management skills are always demonstrated. The overall standard deviation (SD) is .625 is less than 1.00 which represents the homogeneity of responses from the participants.

Frame the School Goals. The category mean of this indicator is 4.40 described as very high while the mean ranges from 4.35 to 4.47. Specifically, in the aspect of the principal *developing goals that are easily understood and used by teachers in the school* the mean value is 4.47 described as very high. Additionally, in the aspect of *the principal uses needs assessment or other formal and informal methods to secure staff input on goal development* the mean value is 4.35 still described as very high.

Table 3 Level of Instructional Management Skills of Principals

Instructional Management Skills	Mean	SD	Description
Frame the School Goals			
1. developing a focused set of annual school-wide goals.	4.39	.719	Very High
2. framing the goals of the school in terms of staff responsibilities for meeting them.	4.40	.711	Very High
3. using needs assessment or other formal and informal methods to secure staff input on goal development.	4.35	.797	Very High
4. using data on student performance when developing the school's academic goals.	4.42	.749	Very High
5. developing goals that are easily understood and used by teachers in the school.	4.47	.744	Very High
Category Mean	4.40	.681	Very High
Communicate the School Goals			
1. communicating the mission of the school effectively to members of the school community.	4.45	.726	Very High
2. discussing the academic goals of the school with teachers at faculty meetings.	4.53	.699	Very High
3. referring to the academic goals of the school when making curricular decisions with teachers.	4.50	.741	Very High
4. ensuring that the academic goals of the school are reflected in highly visible displays in the school like posters or bulletin boards emphasizing academic progress.	4.45	.730	Very High
5. referring to the goals or mission of the school in forums with students like in assemblies or discussions.	4.48	.727	Very High
Category Mean	4.48	.663	Very High
Supervise and Evaluate Instruction			
1. ensuring that the classroom priorities of teachers are consistent with the goals and direction of the school.	4.44	.725	Very High
4. pointing out specific strengths in teacher's instructional practices in post-observation feedback like in conferences or written evaluation.	4.36	.762	Very High
5. pointing out specific weaknesses in teacher instructional practices in post-observation feedback like in conferences or written evaluation.	4.34	.784	Very High
Category Mean	4.35	.676	Very High
Coordinate the Curriculum			
1. making clear who is responsible for coordinating the curriculum across grade levels like the principal, vice principal or academic coordinator, or teacher-leaders.	4.45	.743	Very High
2. drawing upon the results of school-wide testing when making curricular decisions.	4.35	.760	Very High
3. monitoring the classroom curriculum to see that it covers the curricular objectives of the school.	4.40	.747	Very High
4. assessing the overlap between the curricular objectives and the achievement tests of the school.	4.40	.734	Very High
5. participating actively in the review of curricular materials.	4.41	.727	Very High
Category Mean	4.40	.676	Very High
Monitor Student Progress			
1. meeting individually with teachers to discuss student progress.	4.32	.823	Very High
2. discussing academic performance results with the faculty to identify curricular strengths and weaknesses.	4.41	.735	Very High
3. using tests and other performance measures to assess progress toward school goals.	4.36	.749	Very High
4. informing teachers of the school's performance results in written form like in a memo or newsletter.	4.31	.840	Very High

5. informing students of school's academic progress.	4.38	.778	Very High
Category Mean	4.36	.703	Very High
Protect Instructional Time			
1. limiting interruptions of instructional time by public address announcements.	4.25	.756	Very High
2. ensuring that students are not called to the office during instructional time.	4.30	.769	Very High
3. ensuring that tardy and truant students suffer specific consequences for missing instructional time.	4.25	.821	Very High
4. encouraging teachers to use instructional time for teaching and practicing new skills and concepts.	4.47	.718	Very High
5. limiting the intrusion of extra-and-co-curricular activities on instructional time.	4.29	.749	Very High
Category Mean	4.31	.657	Very High
Maintain High Visibility			
1. taking time to talk informally with students and teachers during recess and breaks.	4.19	.905	High
2. visiting classroom to discuss school issues with teachers and students.	4.13	.955	High
3. attending/participating in extra-and co-curricular activities.	4.44	.734	Very High
4. covering classes for teachers until a late or substitute teacher arrives.	4.00	1.057	High
5. tutoring students or provide direct instruction to classes.	3.88	1.110	High
Category Mean	4.13	.813	High
Provide Incentives for Teachers			
1. reinforcing superior performance by teachers in staff meetings, newsletters, and/or memos.	4.18	.898	High
2. complimenting teachers privately for their efforts or performance.	4.25	.887	Very High
3. acknowledging exceptional performance of teachers by writing memos for their personnel files.	4.11	.978	High
4. rewarding special efforts by teachers with opportunities for professional recognition.	4.04	.986	High
5. creating professional growth opportunities for teachers as a reward for special contribution to the school.	4.25	.947	Very High
Category Mean	4.16	.837	High
Promote Professional Development			
1. ensuring that in-service activities attended by staff are consistent with the goals of the school.	4.45	.712	Very High
2. supporting actively the use in the classroom of skills acquired during in-service training.	4.44	.711	Very High
3. obtaining the participation of the whole staff in important in-service activities.	4.46	.708	Very High
4. leading or attends teacher in-service activities concerned with instruction.	4.46	.685	Very High
5. setting aside time at faculty meetings for teachers to share ideas or information from in-service activities.	4.43	.706	Very High
Category Mean	4.45	.638	Very High
Provide Incentives for Learning			
1. recognizing students who do superior work with formal rewards such as an honor roll or mention in the newsletter of the principal.	4.47	.718	Very High
2. using assemblies for honor students for academic accomplishments or for behavior or citizenship.	4.44	.729	Very High
3. recognizing superior student achievement or improvement by seeing in the office the students with their work.	4.36	.816	Very High
4. contacting parents to communicate improved or exemplary student performance or contributions.	4.34	.843	Very High

5. supporting teachers actively in their recognition and/or reward of student contributions to and accomplishments in class.	4.45	.730	Very High
Category Mean	4.41	.677	Very High
Overall Mean	4.35	.625	Very High

The level of framing the school goals of principals of schools comprising DBES in Region XIII is very high. This means that the level of instructional management of principals in terms of framing the school goals is always demonstrated. The result also reveals that the principal always develops goals that are easily understood and used by teachers in the school. This finding conforms to the study of Chattopadhyay (2015) that educational leaders set goals and motivates the employees to achieve them. Further, the result shows that the principal always uses needs assessment or other formal and informal methods to secure staff input on goal development. This finding is in congruence with the study of Youngs, et.al. (2017) that for principals to help teachers on how to handle discipline and classroom management they should know the curriculum content and instructional process. Furthermore, this result supports the study of Leithwood et al. (2018) who stated that school administrators should focus on effective curriculum development and instructional practices.

Communicate the School Goals. This indicator reveals a category mean of 4.48 described as very high while the mean ranges from 4.45 to 4.53. Specifically, in the aspect of the principal *discussing the academic goals of the school with teachers at faculty meetings* the mean value is 4.53 described as very high. Moreover, in the aspects of the principal *communicating the mission of the school effectively to members of the school community* and *ensuring that the academic goals of the school are reflected in highly visible displays in the school like posters or bulletin boards emphasizing academic progress* both have a mean value of 4.45 still described as very high.

The level of communicating the school goals of principals of schools comprising DBES in Region XIII is very high. This means that the level of instructional management of principals in terms of communicating the school goals is always demonstrated. The result also reveals that the principal always discusses the academic goals of the school with teachers at faculty meetings. This finding is in harmony with the study of DiMatteo (2018) that communicating the vision often invigorates the workforce, explains the battle, and tells the story. As a result, employees would be able to understand the plans and could easily adapt to changes. The result further reveals that the principal always communicates the mission of the school effectively to members of the school community and ensures that the academic goals of the school are reflected in highly visible displays in the school like posters or bulletin boards emphasizing academic progress. This finding is in congruence with the study of Stark (2019) that principals always inform the employees and other members of the organization of the school goals so that they would be able to develop ownership which will result in achieving the goals successfully.

Supervise and Evaluate Instruction. The category mean of this indicator is 4.35 described as very high and the mean value ranges from 4.25 to 4.44. Specifically, in the aspect of the principal *ensuring that the classroom priorities of teachers are consistent with the goals and direction of the school* the mean value is 4.44 described as very high. Likewise, in the aspect of the principals *conducting informal observations in classrooms on a regular basis wherein informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal confer* the mean value is 4.25 still described as very high.

The level of supervising and evaluating instructions of principals of schools comprising DBES in Region XIII is very high. This means that the level of instructional management of principals in terms of supervising and evaluating instructions is always demonstrated. The result also reveals that the principal always ensures that the classroom priorities of teachers are consistent with the goals and direction of the school. This finding is parallel to the study of Herrera (2015) that principals should be able to make the teachers understand that instructional resources, as one of the instructional priorities of the teacher should be compliant with the standards, assessments, and core instruction because this will positively impact student achievement. Further, the result shows that the principal always conducts informal observations in classrooms on a regular basis wherein informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal confer. This finding is in congruence to the study of Padriquela (2018) that principals should focus on augmenting curriculum, learning activities and assessment to achieve the desired goals of the school.

Coordinate the Curriculum. The category mean of this indicator is 4.40 described as very high while the mean value ranges from 4.35 to 4.45. Specifically, in the aspect of the principal *making clear who is responsible for coordinating the curriculum across grade levels like the principal, vice principal or academic coordinator, or*

teacher-leaders the mean value is 4.45 described as very high. Also, in the aspect of the principal *drawing upon the results of school-wide testing when making curricular decisions* the mean value is 4.35 still described as very high.

The level of coordinating the curriculum of principals of schools comprising DBES in Region XIII is very high. This means that the level of instructional management of principals in terms of coordinating the curriculum is always demonstrated. The result further shows that the principal always makes clear who is responsible for coordinating the curriculum across grade levels like the principal, vice principal or academic coordinator. This finding supports the study conducted by Education-Portal (2017) that principals should sustain a coordinated curriculum the responsibility of supervising and organizing education and training programs within schools and community centers are laid upon them. Such will academic success of children (Yow, et. al, 2017). The result also reveals that the principal always draws upon the results of school-wide testing when making curricular decisions. This finding is parallel with the study of Kabicher and Motschnig-Pitrik (2019) that principals as instructional supervisors should facilitate various activities in implementing student-centered learning outcomes geared towards improved transparency and coordination of courses and increased sharing among teaching staff.

Monitor Student Progress. This indicator reveals a category mean of 4.36 described as very high while the mean ranges from 4.31 to 4.41. Specifically, in the aspect of the principal *discussing academic performance results with the faculty to identify curricular strengths and weaknesses* the mean value is 4.41 described as very high. Similarly, in the aspect of the principal *informing teachers of the school's performance results in written form like in a memo or newsletter* the mean value is 4.31 still described as very high.

The level of monitoring student progress of principals of schools comprising DBES in Region XIII is very high. This means that the level of instructional management of principals in terms of monitoring student progress is always demonstrated. The result further reveals that the principal always discusses academic performance results with the faculty to identify curricular strengths and weaknesses. The result also shows that the principal always informs teachers of the school's performance results in written form like in a memo or newsletter. These findings are in congruence with the study of Blankstein, et al., (2018) that principals should walk around the building and design sophisticated information systems to see how things and to check on the quality of performance in order to be successful.

Protect Instructional Time. The category mean of this indicator is 4.31 described as very high with the mean ranges from 4.25 to 4.47. Specifically, in the aspect of the principal *encouraging teachers to use instructional time for teaching and practicing new skills and concepts* the mean value is 4.47 described as very high. Further, in the aspects of the principals *limiting interruptions of instructional time by public address announcements and ensures that tardy and truant students suffer specific consequences for missing instructional time* both have the mean value of 4.25 still described as very high.

The level of protecting instructional time of principals of schools comprising DBES in Region XIII is very high. This means that the level of instructional management of principals in terms of protecting instructional time is always demonstrated. The result further reveals that the principal always encourages teachers to use instructional time for teaching and practicing new skills and concepts. And, the principal always limits interruptions of instructional time by public address announcements and ensures that tardy and truant students suffer specific consequences for missing instructional time. These findings agree with the study of Ocasio (2018) that activities and strategies that will reduce the number of disruptive announcements should be implemented in order not to interfere with students' core subject class period.

Maintain High Visibility. This indicator has a category mean of 4.13 described as high the mean ranges from 3.88 to 4.44. Specifically, in the aspect of the principal *attending/participating in extra-and co-curricular activities* the mean value is 4.44 described as very high. Likewise, in the aspect of the principal *tutoring students or provide direct instruction to classes* the mean value is 3.88 described as high.

The level of maintaining high visibility of principals of schools comprising DBES in Region XIII is high. This means that the level of instructional management of principals in terms of maintaining high visibility is oftentimes demonstrated. The result further reveals that the principal always attends/participates in extra-and co-curricular activities and oftentimes tutors students or provides direct instruction to classes. This finding is in harmony with the study of Hall (2017) that problems and intrigue among teachers could be eliminated if principals are highly visible and enjoy attending to the needs of teachers and students. Moreover, the findings support the study of Black (2018) who stressed that the visibility of principals in schools is affected by

participating in co-curricular activities. Nevertheless, such participation is done to support the school's academic mission and teach students lifelong lessons which are as important as those lessons taught in the classroom.

Provide Incentives for Teachers. This indicator divulges a category mean is 4.16 described as high while the mean ranges from 4.04 to 4.25. Specifically, in the aspects of the principal *complimenting teachers privately for their efforts or performance* and *creates professional growth opportunities for teachers as a reward for special contribution to the school* both have the mean value of 4.25 described as very high. Similarly, in the aspect of the principal *rewarding special efforts by teachers with opportunities for professional growth*, the mean value is 4.04 described as high.

The level of providing incentives for teachers of principals of schools comprising DBES in Region XIII is high. This means that the level of instructional management of principals in terms of providing incentives for teachers is oftentimes demonstrated. The result further shows that the principal always compliments teachers privately for their efforts or performance and creates professional growth opportunities for teachers as a reward for special contribution to the school and oftentimes rewards special efforts by teachers with opportunities for professional recognition. These findings are in congruence with the study of Kimball (2016) who reported that providing intrinsic and extrinsic rewards to teachers is very important to foster a sense of achievement which will result in an increased self-confidence among teachers.

Promote Professional Development. The category mean of this indicator is 4.45 described as very high and the mean ranges from 4.43 to 4.46. Specifically, in the aspects of the principal *obtaining the participation of the whole staff in important in-service activities* and *leads or attends teacher in-service activities concerned with instruction* both have the mean value of 4.46 described as very high. On the other hand, in the aspect of *the principal sets aside time at faculty meetings for teachers to share ideas or information from in-service activities* the mean values is 4.43 still described as very high.

The level of promoting professional development of principals of schools comprising DBES in Region XIII is very high. This means that the level of instructional management of principals in terms of promoting professional development is always demonstrated. The result further reveals that the principal always obtains the participation of the whole staff in important in-service activities, always leads or attends teacher in-service activities concerned with instruction and always sets aside time at faculty meetings for teachers to share ideas or information from in-service activities. These findings are in consonance with the studies of (Altany, 2017) that professional development should not be occasionally done and should not be selective and Reddy (2015) that continuous and career-long growth makes the teacher effective and productive.

Provide Incentives for Learning. This indicator reveals a category mean of 4.41 described as very high while the mean ranges from 4.34 to 4.47. Specifically, in the aspect of the principal *recognizing students who do superior work with formal rewards such as an honor roll or mention in the newsletter of the principals* the mean value is 4.47 described as very high. On the other hand, in the aspect of *the principal contacts parents to communicate improved or exemplary student performance or contributions* the mean value is 4.34 still described as very high.

The level of providing incentives for learning among principals of schools comprising DBES in Region XIII is very high. This means that the level of instructional management of principals in terms of providing incentives for learning is always demonstrated. The result further reveals that the principal always recognizes students who do superior work with formal rewards such as an honor roll or mention in the newsletter of the principals and always contacts parents to communicate improved or exemplary student performance or contributions. These findings are in harmony with the study of Decker (2016) that rewards have engaged the students and created incredible academic results. Further, Decker (2016) exemplified that such creates a motivating atmosphere of positive school-wide attitude, and ensures that students are engaged in their learning. Yet, the result was negated by Kremer et al. (2017) who found out that there is no evidence that incentives led to better performance and external rewards interfere with student's motivation to learn.

Lastly, the results further display that the mean of the categories ranges from 4.31 to 4.48. Communicating the school goals has mean value of 4.48 described as very high, while maintaining high visibility registered a mean value of 4.31 still described as very high. Moreover, the values of standard deviations of each category show that the scores are clustered closely around the overall mean.

This finding is in congruence with the study of Bell (2018) that the demonstration of instructional management skills of principals is seen when responsibilities such as being accountable for promoting effective teaching and

learning atmosphere and being responsible in encouraging the search for continual improvement are clear to them. These will then result to achieving a common goal.

Level of Organizational Commitment of Teachers

Table 4 presents the results of the study on the level of organizational commitment of teachers in terms of school policies, teaching work, teaching profession and work group

The overall mean for organizational commitment of teachers of schools comprising DBES in Region XIII is 4.53 which is described as very high level. This means that organizational commitment is always observed. The overall standard deviation (SD) is .509 is less than 1.00 which represents the homogeneity of responses from the participants.

Commitment to School Policies. This indicator reveals a category mean of 4.48 described as very high and the mean ranges from 4.43 to 4.56. Specifically, in the aspect of the teachers *are willing to follow orders and commands* the mean value is 4.56, described as very high. Similarly, in the aspect of the teachers *having easy access to the policies which motivate them to work at school* the mean value is 4.43 still described as very high.

Table 4 Level of Organizational Commitment of Teachers

Leadership Skills	Mean	SD	Description
Commitment to School Policies			
1. understanding the policies which allow them to work hard for the best interests of our school.	4.53	.647	Very High
2. perceiving policies as fair which sustain their willingness to stay.	4.44	.733	Very High
3. having an easy access to the policies which motivates them to work at school.	4.43	.715	Very High
4. understanding policies which motivate them to do their best to contribute to the development of the school.	4.45	.689	Very High
5. are willing to follow orders and commands.	4.56	.650	Very High
6. projecting themselves in accordance with the directives in the policy manual	4.48	.681	Very High
Category Mean	4.48	.612	Very High
Commitment to Teaching Work			
1. spending time with the students on subjects / activities related to the lesson even outside the classroom.	4.40	.716	Very High
2. looking for opportunities to conduct remedial teaching or extension classes when regular class hour is not enough for students to master the lesson.	4.42	.705	Very High
3. making sure that their classes start and end on time.	4.52	.637	Very High
4. accomplishing their job with enthusiasm.	4.55	.615	Very High
5. trying to do their best to help the low performing students.	4.54	.605	Very High
6. enjoying teaching.	4.57	.617	Very High
Category Mean	4.50	.558	Very High
Commitment to Teaching Profession			
1. considering the choice of becoming a teacher as the best decision in their lives.	4.54	.656	Very High
2. are proud of their profession.	4.66	.573	Very High
3. regarding the values of teaching profession more important than those of other professional values.	4.60	.619	Very High
4. considering teaching profession as the best for working life.	4.55	.680	Very High
5. desiring to be well-known in the teaching profession.	4.49	.758	Very High
6. liking to continue teaching even though they don't need to work for money.	4.46	.727	Very High
Category Mean	4.55	.576	Very High
Commitment to Work Group			
1. are pleased in interacting with other teachers during break or lunch time.	4.62	.583	Very High
2. are proud of their fellow teachers in the school.	4.61	.617	Very High

3. regarding other teachers in the school as a close friend.	4.58	.621	Very High
4. considering the other teachers in the school as their best friends.	4.54	.646	Very High
5. having a close relationship with other teachers out of the school.	4.57	.639	Very High
6. feeling themselves as the other teachers 'close friend in the school.	4.55	.635	Very High
Category Mean	4.58	.540	Very High
Overall Mean	4.53	.509	Very High

The level of commitment to school policies among teachers of schools comprising DBES in Region XIII is very high. This means that the level of organizational commitment of teachers in terms of commitment to school policies is always observed. The result further reveals that the teachers are always willing to follow orders and commands and they always have easy access to the policies which motivates them to work at school. This finding is in concurrence with the study of Aquino (2017) that teachers with high levels of commitment to policies of the school work harder and show more desire to carry out the goals of the organization.

Commitment to Teaching Work. This indicator has a category mean of 4.50 described as very high while the mean ranges from 4.40 to 4.57. Specifically, in the aspect of the teachers *enjoying teaching* the mean value is 4.57 described as very high. Further, in the aspect of the teachers *spending time with the students on subjects/activities related to the lesson even outside the classroom* the mean value is 4.40 still described as very high.

The level of commitment to teaching work among teachers of schools comprising DBES in Region XIII is very high. This means that the level of organizational commitment of teachers in terms of commitment to teaching work is always observed. The result further shows that the teachers always enjoy teaching and they always spend time with the students on subjects/activities related to the lesson even outside the classroom. These findings are in congruence to the studies of Razak et al. (2015) that teachers who are committed to their work see the importance of their roles in educating the future members of the society and Sohail et al. (2019) when teachers are committed to their teaching work they perform well.

Commitment to the Teaching Profession. The category mean of this indicator is 4.55 described as very high while the mean ranges from 4.46 to 4.66. Specifically, in the aspect of the teachers *are proud of their profession* the mean value is 4.66 described as very high. Also, in the aspect of the teachers *liking to continue teaching even though they do not need to work for money* the mean value is 4.46, still described as very high.

The level of commitment to teaching profession among teachers of schools comprising DBES in Region XIII is very high. This means that the level of organizational commitment of teachers in terms of commitment to teaching profession is always observed. The result further reveals that teachers are always proud of their profession and they always like to continue teaching even though they don't need to work for money. These findings conform to the study conducted by Siburian (2018) that teachers behave in a professional manner in carrying out their tasks which according to Sharma (2018) could result to success in teaching.

Commitment to Work Group. The category mean of this indicator is 4.58 described as very high while the mean ranges from 4.54 to 4.62. Specifically, in the aspect of the teachers *are pleased in interacting with other teachers during break or lunchtime* the mean value is 4.62 described as very high. Further, in the aspect of the teachers *considering the other teachers in the school as their best friends* the mean value is 4.54 still described as very high.

The level of commitment to work group among teachers of schools comprising DBES in Region XIII is very high. This means that the level of organizational commitment of teachers in terms of commitment to work group is always observed. The result further shows that teachers are always pleased in interacting with other teachers during break or lunchtime and they always consider the other teachers in the school as their best friends. These findings are parallel to the study of Mangkunegara and Octorend (2015) that teachers show an increased commitment to work group which is manifested by an improved employee's performance and strong desire to contribute in attaining the organizational goals. The study of Jernigan and Beggs (2015) also stressed that teachers value the presence of close-knit and cohesive work groups.

Lastly, the results further display that the mean of the categories ranges from 4.48 to 4.58. Commitment to work group has the mean value of 4.58 described as very high, while commitment to school policies registered a mean value of 4.48 still described as very high. Moreover, the values of standard deviations of each category show that the scores are clustered closely around the overall mean.

This finding is in harmony with the study of Bogler et al. (2016) that teachers possess a relative capacity to attach and be identified with the organization. Such commitment, according to Quicke (2018), is threatened if teachers are unable to reinvent their professional practice and unable to adopt new ways of doing things.

Relationship between the Exogenous Variables and Organizational Commitment

Table 5 presents the relationship between the organizational climate of schools, leadership skills and instructional management of principals, and organizational commitment of teachers. The results show that all the exogenous variables have a significant relationship with organizational commitment ($p < .05$).

In particular, there is a significant relationship between organizational climate and organizational commitment ($r = .751$, $p < .05$). The strength of correlation between the two variables is high as revealed by the coefficient of .751. Also, there is a significant relationship between leadership skills and organizational commitment ($r = .685$, $p < .05$). The strength of correlation between the two variables is moderately high as revealed by the coefficient of .685. And, there is a significant relationship between instructional management and organizational commitment ($r = .734$, $p < .05$). The strength of correlation between the two variables is moderately high as revealed by the coefficient of .734.

There is a significant relationship between organizational climate and organizational commitment ($r = .751$, $p < .05$). The strength of correlation between the two variables is high as revealed by the coefficient of .751. The result further reveals that an increase or decrease in the level of organizational climate of schools could mean an increase or decrease also in the level of organizational commitment of teachers.

Table 5 Relationship between the Exogenous Variables and Organizational Commitment

EXOGENOUS VARIABLES	Organizational Commitment		Remarks
	R	p-value	
Organizational Climate	.751	.000	Significant
Leadership Skills	.685	.000	Significant
Instructional Management	.734	.000	Significant
Legend:			
±1.00 = perfect correlation		±0.75 to ±0.99 = high correlation	
±0.51 to ±0.74 = moderately high correlation		±0.31 to ±0.50 = moderately low correlation	
±0.01 to ±0.30 = low correlation		0.00 = no correlation	

The findings are consistent with the studies of Mullins (2016) that a significant relationship between organizational climate and commitment of employees exists and Berberoglu (2018) stated that an increase in the organizational climate shall mean an increase in the organizational commitment of the employees. The findings are also in congruence to the studies conducted by Ghasemi and Keshavarzi (2018) who stressed that a suitable organizational climate will positively affect organizational commitment and Bahrami et al., (2015) who stated that an improved organizational climate improves organizational commitment. With these, innovation and inspiration shall exist (Ghasemi & Keshavarzi, 2018) which in turn increases the motivation of teachers to work harder (Bahrami et al., 2015).

However, the findings are contrary to the results of the study conducted by Reichers (2017) that an improved organizational commitment does not depend on a healthy organizational climate. As such, efforts made to establish a favorable organizational climate cannot guarantee a better organizational commitment among teachers.

Also, there is a significant relationship between leadership skills and organizational commitment ($r = .685$, $p < .05$). The strength of correlation between the two variables is moderately high as revealed by the coefficient of .685. The result further shows that an increase or decrease in the level of leadership skills could mean an increase or decrease also in the level of organizational commitment of teachers.

Furthermore, The findings confirm the results of the studies of Yahaya and Ebrahim (2016) who suggested that the skills of the school leaders determine the employee's level of organizational commitment, Bayir et al. (2015) stated that leadership skills have positive effects on organizational commitment and Keskes (2015) who proposed that leadership skill is a determinant of the level of employee organizational commitment. As a result, organizational performance shall increase (Mauri, 2017) and organizational goals are achieved (Yahaya & Ebrahim, 2016).

On one hand, the findings are inconsistent with the studies of Awan and Mahmood (2015) and Dale and Fox (2018) who stressed that there is no significant relationship between leadership skills and organizational commitment. As such, an effective leadership skill cannot guarantee an improved organizational commitment.

On the other hand, there is a significant relationship between instructional management and organizational commitment ($r=.734$, $p<.05$). The strength of correlation between the two variables is moderately high as revealed by the coefficient of $.734$. The result further reveals that an increase or decrease in the level of instructional management skills of principals could mean an increase or decrease also in the level of organizational commitment of teachers.

The findings are in harmony with the studies conducted by Serin (2016) that effective instructional management skills of principals are important factors affecting organizational commitment which means that principals should work hard to increase the commitment of teachers to school as an organization leading towards achieving the school goals, and Sarikaya and Erdogan (2016) who found out that there is a relationship between the teachers' organizational commitment and instructional management behaviors exhibited by school principals. With these, the school principal should possess behaviors of appreciating teachers, encouraging them to take a risk, treat them with sympathy and empathy (Ozdemir & Sezgin, 2015) and continuously make teachers informed about changes and developments, prepare the environment necessary to improve the efficiency of teachers and provide opportunities for teacher improvement (Sisman, 2017).

In general, the organizational climate of schools, leadership skills of principals, and instructional management of principals are significantly related to the organizational commitment of teachers. This further reveals that an increase or decrease in the level of organizational climate of schools, leadership skills of principals, and instructional management of principals could mean an increase or decrease in the levels of organizational commitment of teachers. This finding is in congruence to the study of Steers et al. (2016) who divulged that organizational commitment of teachers is relative to one's involvement in an organization which is strongly affected by the leadership skills of principals, willingness to make efforts for the organization which could be better improve by instructional management of principals and desire to continue to be a member of the organization if the school principal constantly makes efforts to escalate the level of organizational climate.

Singular and Combined Influence between the Exogenous Variables and Organizational Commitment

The results of the regression analysis on singular and combined influence of organizational climate, leadership skills, and instructional management on organizational commitment of teachers are presented in Table 6. The extent of influence of the three exogenous variables on the organizational commitment of teachers was shown through the standardized beta values and their significance was determined through the p values.

Specifically, the standard coefficient of organizational climate has the highest beta value of 0.488. This implies that organizational climate has the highest degree of influence on organizational commitment. As reflected by p-value of 0.000, the regression model is significant. Thus, it could be stated that the organizational climate of schools has a singular significant influence on the organizational commitment of the teacher. Further, it could be specified that the organizational climate of schools has a significant positive influence on the organizational commitment of teachers, hence a change in the organizational climate of schools could mean a change also in the organizational commitment of teachers or when the organizational climate of schools goes up, the organizational commitment of teachers also goes up.

Table 6 Singular and Combined Influence between the Exogenous Variables and Organizational Commitment

EXOGENOUS VARIABLES	Organizational Commitment			
	Standardized Coefficients Beta	t	p-value	Interpretation
Organizational Climate	.488	6.999	.000	Significant
Leadership Skills	-.123	-1.344	.180	Not Significant
Instructional Management	.438	4.820	.000	Significant
R = .777				
R Square = .604				
F = 155.737				
p value = .000				

This finding is in conformance with the studies conducted by Khan (2020) who divulged that organizational climate is a predictor of teachers' commitment, Crosswell (2016) who disclosed that an organizational climate

that is favorable to teachers and students creates passionate commitment among teacher and Elliott and Crosswell (2019) who revealed that teachers' commitment is firmly attached to organizational climate which defines teachers' satisfaction and enjoyment to work. As such, necessary interventions in creating and developing a positive school climate should be made possible by the school administrators (Khan, 2020) and make necessary efforts to engage the school community in transmitting knowledge and values (Crosswell, 2016). Lastly, commitment is achieved if teachers can enjoy the work environment, thus efforts to create desirable spaces in maintaining commitment should be intensified.

Further, the standard coefficient of leadership skills has the lowest beta of -0.123. The negative beta value means a negative effect, but not significant, as reflected by the p-value of 0.180. Thus, it could be stated that the leadership skills of principals have no singular significant influence on the organizational commitment of teacher. Furthermore, It could be stated that the leadership skills of principals have no significant negative influence on the organizational commitment of teachers, hence a change in the leadership skills of principals could not mean a change in the organizational commitment of teachers or when the leadership skills of principals go down, the organizational commitment of teachers does not go down.

This finding is negated by the studies of Chang and Lee (2017) who divulged that leadership positively affects commitment, Parlar et al. (2017) who stressed that leadership skills is positively correlated with teacher commitment and Saini and Goswami (2019) who found out that leadership skills of the school principal could significantly contribute to an increased teacher commitment. As such, the efforts of school leaders to develop a welcoming environment that will nurture high academic achievement for students (Chang & Lee, 2017), create and establish professional cooperation and school administrator's support that will enable the teachers to be more engaged in accomplishing their tasks (Parlar et al., 2017) and engage and empower teachers in the whole teaching-learning process and by making them understand their moral obligations to students and society, could not positively contribute to the increased organizational commitment of teachers, in general.

Therefore, the standard coefficient beta of instructional management is 0.438. This implies that instructional management influences organizational commitment. As reflected by the p-value of 0.000, the regression model is significant. Thus, it could be stated that the instructional management of principals has a singular significant influence on the organizational commitment of teacher. Further, it could be stated that instructional management of principals has positive significant influence on the organizational commitment of teachers, hence a change in the instructional management of principals could mean a change also in the organizational commitment of teachers or when the instructional management of principals goes up, the organizational commitment of teachers also goes up.

This finding conforms to the studies of Glatthorn (2018) who exemplified that instructional management impacts teacher commitment and (Fullan, 2019) who stressed that lack of effective instructional management lessens teachers' commitment. As such, school leaders should provide teachers with a learning program that is vigorous and relevant with the ultimate goal of maximizing student learning and providing quality in terms of learning content (Glatthorn, 2018) and work hard to bridge the gap on the lack of in-depth training as instructional leaders and lack of time to execute instructional activities (Flath, 2019).

Scrutinizing further the data in Table 6, it is found out that not all standardized beta were positive. The analysis illustrates that only two of the three independent variables namely, organizational climate and instructional management have positive Beta value and significant and the other variable, namely leadership skills has negative beta value and is not significant. This further explains that organizational climate and instructional management positively contribute to the variations in the level of organizational commitment of teachers and both are significant. Hence, increases in the organizational climate of schools and instructional management of principals could mean an increase in the organizational commitment of teachers or when these independent variables go up, the organizational commitment of teachers also goes up. Further, a decrease in the leadership skills of the principals could not mean a decrease in the organizational commitment of teachers or when this independent variable goes down, the organizational commitment of teachers does not goes down. These are manifested in the results of the regression analysis where only 60.4 percent of the variance are explained by the three predictor variables as indicated by the R Square = 0.604. This also signifies that 39.6 percent of the variation of the display of performance is attributed to other factors.

These findings are consistent with the studies of Leow (2017) that committed employees support the organizational goals and values leading towards the achievement of ideal instructional management of principals, and high performing which establishes an effective organizational climate, and Temaluru (2015) who

divulged that employee with a strong commitment will be more motivated and more satisfied with their job and commonly less interested in leaving their organization.

Best Fit Model of Organizational Commitment of Teacher

This part provides results on the interrelationships among the variables of the research study. Four hypothesized models were tested in an attempt to obtain the best fit model of organizational commitment of teachers. Each model has a framework that can be assessed and decomposed into two sub-models: a measurement model, and a structural model. A measurement model represents the measure loads on each factor to their latent constructs. While the structural model defines relations among the latent variables, the assessment of fit of each model becomes the consideration of accepting or rejecting the model.

Basically, in establishing the model, the researcher had to establish the causality relationship among latent variables. The relationship between exogenous and endogenous variables was also established. Exogenous variables are considered predictor or causal variables because they predict or cause the endogenous variables (the response or outcome variables). This is possible because SEM tests theoretical hypothesis about causal relationships, tests relationships between observed and unobserved variables, examines a set of relationships between one or more exogenous variables and one or more endogenous variables and combines statistical techniques such as regression analysis/path analysis and exploratory factor analysis (Baumgartner & Hombur, 2012; Arbuckle, 2010).

The following indices were considered in coming up with the best fit model: The CMIN/df (Chi-Square/Degrees of Freedom) is an index of how much the fit of data to model has been reduced by dropping one or more paths. The NFI (Normed Fit Index) is the difference between the two models' chi-squares divided by the chi-square for the independence model. The TLI (Tucker Lewis Index), which resolves some of the issues of negative bias between the chi-squared value of the hypothesized model and the chi-squared value of the null model. The CFI (Comparative Fit Index, which analyzes the model fit by examining the discrepancy between the data and the hypothesized model, while adjusting for the issues of sample size inherent in the chi-squared test of model fit and the normed fit index. The GFI (Goodness of Fit Index), which is a measure of fit between the hypothesized model and the observed covariance matrix that is accounted for by the tested model. The RMSEA (Root Mean Square of Error Estimation), which estimates a lack of fit compared to the saturated model. And, the P-close (P-Value for Test of Close Fit). Each of these indices has a criterion set. Thus, a structural equation model is said to be the best fit model if it satisfies all the indices.

Furthermore, standardized factor loading is printed in the arrows stating the measurement of the latent variables within the structural model in which a significance level of 0.95 was adopted throughout the model testing phase. In drawing and analyzing the fitness of the structural model, it involved four latent variables and twenty-three observed variables. The researcher presented the results of the standardized path estimates between hypothesized relationships with corresponding estimates, standard errors, critical ratios, and significance values.

In addition, regression weights were estimated to determine the effects between measured and latent variables. This is done to significantly predict the influence of the exogenous variables, organizational climate, leadership skills, and instructional management to the endogenous variable, organizational commitment.

The researcher also emphasized the cross-loading of observed variables across alternate latent constructs. Cross-loading of observed variables was done with the intent of identifying variables that were deemed as problematic and required content revision (Bryne, 2010) intending to correct it and have it load on a more appropriate latent construct. As the structured model came up with an acceptable fit, one which met the criterion set, the consistency of the empirical relationships among variables is established.

A contemporary researcher has called for either stricter or lenient measures pertaining to setting up acceptable levels for good structural equation model fit (Bryne, 2010; Hu & Bentler, 2010; Tabachnik & Fidell, 2010; Ullman, 2011; Steiger, 2014; Diamantopolous & Siguaw, 2013; Steiger, 2016), with the intent of coming up with a good overall model fit. Both measures are taken into account, leaning towards the acceptable fit indices for evaluation. The RMSEA value of 0.08 indicates a good fit model (Hu & Bentler, 2010; Brown & Cudeck, 2019). Other values of the indices also indicate the goodness of fit of the best fit model (Arbuckle, 2010; Gatignon, 2010; Hu & Bentler, 2010; Baumgartner & Hombur, 2012; Mulaik et al., 2012; Tucker & Lewis, 2016).

Table 7 presents the criterion values for goodness-of fit indices of the generated models.

Scrutinizing the data on table 7, Models 1, 2, and 3 have not met all the criterion values for goodness-of-fit indices making these models not the best fit model for organizational commitment of teachers while Model 4 has

met all the criterion values for goodness-of-fit indices making these model the best fit model for organizational commitment of teachers of DBES in Region XIII among the four generated models.

Table 7 Best Fit Model of Organizational Commitment of Teachers

INDEX	CRITERION	MODEL			
		Model 1	Model 2	Model 3	Model 4
CMIN/df	<3	8.366	4.246	4.246	2.009
NFI	≥0.90	.783	.891	.891	.976
TLI	≥0.90	.781	.903	.903	.982
CFI	≥0.90	.803	.915	.915	.988
GFI	≥0.90	.686	.765	.765	.958
RMSEA	≤0.08	.154	.102	.102	.057
p-CLOSE	>0.05	.000	.000	.000	.247

Model 1 as shown in figure 8 has the following criterion values for goodness-of-fit indices: The CMIN/df is equal to 8.366. This value is greater than

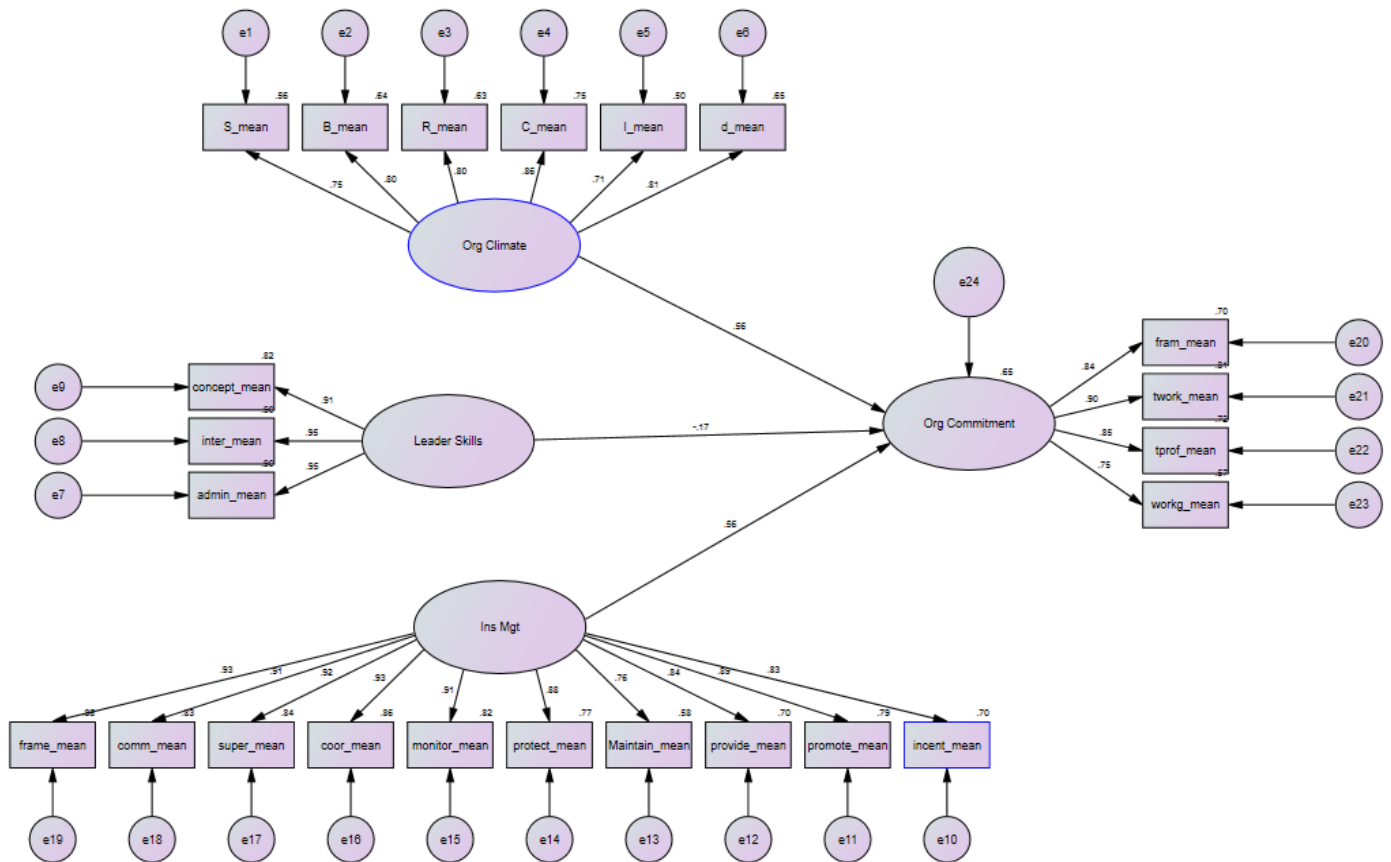


Figure 8. Generated Model 1. A Structural Model Standardized Solution of Organizational Climate, Leadership Skill, Instructional Management and Organizational Commitment

Legend:

- | | | | |
|-------------|--------------------------|----------------|--|
| Org Climate | = Organizational Climate | Ins Mgt | = Instructional Management |
| S_mean | = Supportive Behavior | frame_mean | = Framing the School Goals |
| D_mean | = Directive Behavior | comm_mean | = Communicating the School Goals |
| R_mean | = Restrictive Behavior | super_mean | = Supervising and Evaluating Instruction |
| C_mean | = Collegial Behavior | coor_mean | = Coordinating the Curriculum |
| I_mean | = Intimate Behavior | monitor_mean | = Monitoring Student Progress |
| d_mean | = Disengaged Behavior | protect_mean | = Protecting Instructional Time |
| | | maintain_mean | = Maintaining High Visibility |
| | | provide_mean | = Providing Incentives for the Teachers |
| | | promote_mean | = Promoting Professional Development |
| | | incent_mean | = Providing Incentives for Learning |
| Lead Skills | = Leadership Skills | Org Commitment | = Organizational Commitment |
| admin_mean | = Administrative Skill | fram_mean | = Commitment to School Policies |

provide_mean = Providing Incentives for the Teachers
 promote_mean = Promoting Professional Development
 incent_mean = Providing Incentives for Learning

Lead Skills = Leadership Skills
 admin_mean = Administrative Skill
 inter_mean = Interpersonal Skill
 concept_mean = Conceptual Skill

Org Commitment = Organizational Commitment
 fram_mean = Commitment to School Policies
 twork_mean = Commitment to Teaching work
 tprof_mean = Commitment to Teaching Profession
 workg_mean = Commitment to Work Group

and not within the acceptable range. The NFI is equal to 0.891. This value is less than 0.90 and not within the acceptable range. The TLI is equal to 0.903. This value is greater than 0.90 and within the acceptable range. The CFI is equal to 0.915. This value is greater than 0.90 and within the acceptable range. The GFI is equal to 0.765. This value is less than 0.90 and not within the acceptable range. The RMSEA is equal to 0.102. This value is greater than 0.08 and not within the acceptable range. And, the p-close is equal to 0.000. This value less than 0.05 and not within the acceptable range. Thus, Model 2 and 3 are not the best fit model for the organizational commitment of teachers since not all the criterion values were met.

The analysis illustrates that not all exogenous variables; organizational climate, leadership skills, and instructional management with its indicators could have a direct significant influence and predict organizational commitment while influencing and predicting each other.

Bandura's Social Cognitive Theory as the basis of Model 2 posited that behavioral change is determined by personal, environmental, and behavioral elements. In this study, behavioral change is defined by organizational commitment of teachers, and the personal, environmental and behavioral elements are defined by leadership skills of principals, organizational climate of schools and instructional management of principals respectively.

Model 3 as shown in figure 10 has the criterion values for good-of fit indices as follows: The CMIN/df is equal to 4.246. This value is greater than 3 and not within the acceptable range. The NFI is equal to 0.891. This value is less than 0.90 and not within the acceptable range. The TLI is equal to 0.903. This value is greater than 0.90 and within the acceptable range. The CFI is equal to 0.915. This value is greater than 0.90 and within the acceptable range. The GFI is equal to 0.765. This value is less than 0.90 and not within the acceptable range. The RMSEA is equal to 0.102. This value is greater than 0.08 and not within the acceptable range. And, the p-close is equal to 0.000. This value less than 0.05 and not within the acceptable range. Thus, Model 2 and 3 are not the best fit model for the organizational commitment of teachers since not all the criterion values were met.

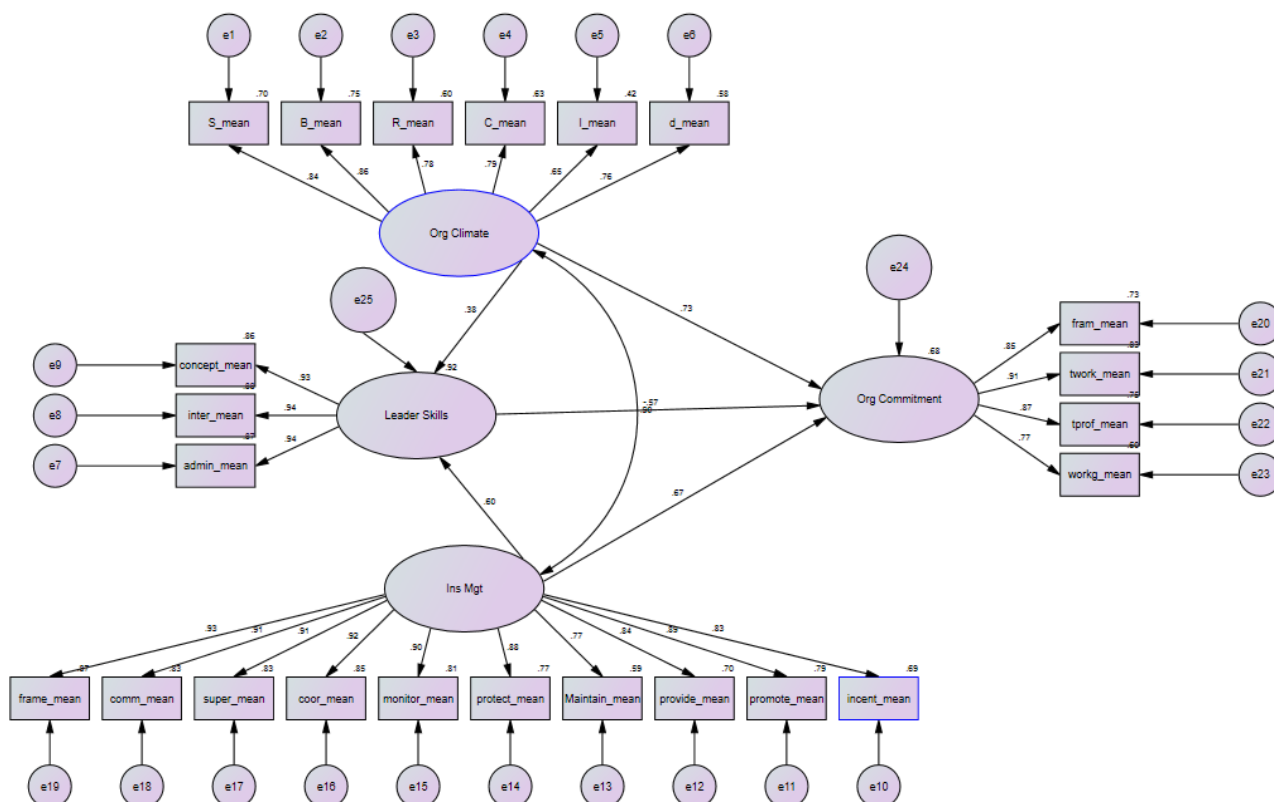


Figure 10. Generated Model 3. A Structural Model Standardized Solution of Organizational Climate, Leadership Skill, Instructional Management and Organizational Commitment

Legend:

Org Climate	= Organizational Climate	Ins Mgt	= Instructional Management
S_mean	= Supportive Behavior	frame_mean	= Framing the School Goals
D_mean	= Directive Behavior	comm_mean	= Communicating the School Goals
R_mean	= Restrictive Behavior	super_mean	= Supervising and Evaluating Instruction
C_mean	= Collegial Behavior	coor_mean	= Coordinating the Curriculum
I_mean	= Intimate Behavior	monitor_mean	= Monitoring Student Progress
d_mean	= Disengaged Behavior	protect_mean	= Protecting Instructional Time
		maintain_mean	= Maintaining High Visibility
		provide_mean	= Providing Incentives for the Teachers
		promote_mean	= Promoting Professional Development
		incent_mean	= Providing Incentives for Learning
Lead Skills	= Leadership Skills	Org Commitment	= Organizational Commitment
admin_mean	= Administrative Skill	fram_mean	= Commitment to School Policies
inter_mean	= Interpersonal Skill	twork_mean	= Commitment to Teaching work
concept_mean	= Conceptual Skill	tprof_mean	= Commitment to Teaching Profession
		workg_mean	= Commitment to Work Group

The analysis illustrates that not all exogenous variables; organizational climate, leadership skills, and instructional management with its indicators significantly influence and predict organizational commitment while organizational climate and instructional management are influencing and predicting leadership skills, and while organizational climate and instructional management are influencing and predicting each other.

Adam’s Equity Theory as the basis of Model 3 stated that there exist fair relationships between inputs and outputs. In this study, organizational climate, leadership skills, and instructional management are the inputs and organizational commitment is the output.

Model 4 as shown in figure 11 has the following criterion values for good-of-fit indices: The CMIN/df is equal to 2.009. This value is less than 3 and within the acceptable range. The NFI is equal to 0.976. This value is greater than 0.90 and within the acceptable range. The TLI is equal to 0.982. This value is greater than 0.90 and within the acceptable range. The CFI is equal to 0.988. This value is greater than 0.90 and within the acceptable range. The GFI is equal to 0.958. This value is greater than 0.90 and within the acceptable range. The RMSEA is equal to 0.057. This value is less than 0.057 and indicates a good fit. The p-close is equal to 0.247. This value is greater than 0.05 and within the acceptable range. Thus, Model 4 yields the acceptable goodness-of-fit index for the organizational climate of teachers making it the best fit model.

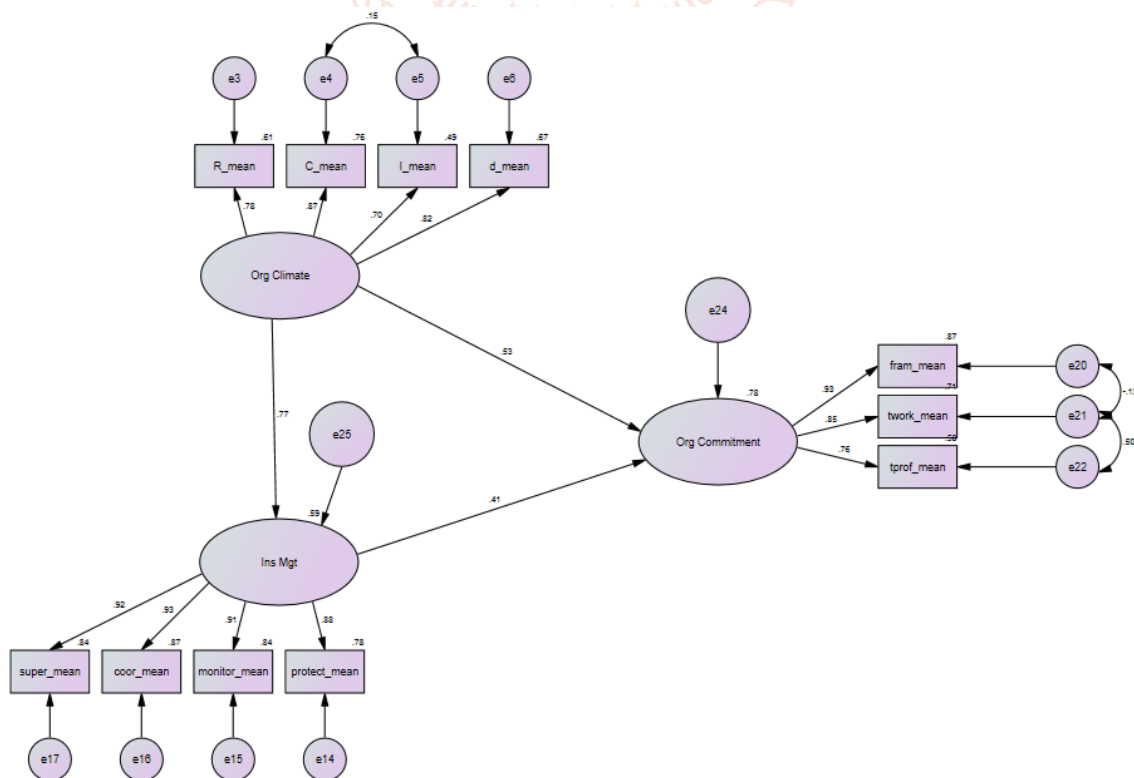


Figure 11. The Best Fit Model of Organizational Commitment of Teachers

Legend:

- Org Climate = Organizational Climate
- R_mean = Restrictive Behavior
- C_mean = Collegial Behavior
- I_mean = Intimate Behavior
- d_mean = Disengaged Behavior
- Ins Mgt = Instructional Management
- super_mean = Supervising and Evaluating Instruction
- coor_mean = Coordinating the Curriculum
- monitor_mean = Monitoring Student Progress
- protect_mean = Protecting Instructional Time
- Org Commitment = Organizational Commitment
- fram_mean = Commitment to School Policies
- twork_mean = Commitment to Teaching work
- tprof_mean = Commitment to Teaching Profession

As shown in Figure 11, the indicators for organizational climate were trimmed down to four from the original six indicators, namely: restrictive behavior, collegial behavior, intimate behavior, and disengaged behavior. This was done also to the indicators of instructional management, there were only four indicators left among the original ten indicators, namely; supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, and protecting instructional time. The other independent variable, leadership skills was removed. Lastly, the indicators of organizational commitment were also trimmed down to three indicators from the four original indicators namely; commitment to school policies, commitment to teaching work, and commitment to the teaching profession.

The analysis further illustrates that organizational climate in terms of restrictive behavior, collegial behavior, intimate behavior, and disengaged behavior and instructional management in terms of supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, and protecting instructional time significantly influence and predict organizational commitment in terms of school policies, teaching work and teaching profession.

Furthermore, based on Figure 11, organizational commitment is directly influenced by organizational climate and instructional management. Moreover, organizational climate directly impacts instructional management. This means that in every unit increase in organizational climate there is a corresponding unit increase in the instructional management and every unit increase of the organizational climate and instructional management corresponds to a unit increase in organizational commitment.

The results are in congruence with the Leader-Member Exchange (LMX) theory which proposed that commitment of employees in the organization is related to organizational characteristics. Organizational characteristics defined by the existing organizational climate as divulged by De Cremer and Ruiter (2010) are crucial determinants of organizational commitment. A favorable organizational climate as revealed by Wexley and Yukl (2013) impacts organizational commitment. And, as disclosed by Cabigao (2019) that higher instructional management competence yields an enhanced teachers' commitment.

Table 8 presents the standardized path estimates of the best fit model. It shows the standardized path estimates between the latent variables and between latent and observed variables of the best fit model of organizational commitment of teachers of schools comprising DBES in Region XIII.

Table 8 Standardized Path Estimates of the Best Fit Model

			Estimate	S.E.	C.R.	P	Interpretation
Ins Mgt	<---	Org Climate	.768	.071	13.739	.000	Significant
Org Commitment	<---	Org Climate	.526	.079	7.731	.000	Significant
Org Commitment	<---	Ins Mgt	.412	.058	6.507	.000	Significant
R_mean	<---	Org Climate	.782	.070	15.374	.000	Significant
C_mean	<---	Org Climate	.872	.057	17.587	.000	Significant
I_mean	<---	Org Climate	.701	.074	12.954	.000	Significant
d_mean	<---	Org Climate	.821			.000	Significant
protect_mean	<---	Ins Mgt	.883	.038	24.698	.000	Significant
monitor_mean	<---	Ins Mgt	.915	.038	27.253	.000	Significant
coor_mean	<---	Ins Mgt	.932	.035	28.783	.000	Significant
super_mean	<---	Ins Mgt	.917			.000	Significant
fram_mean	<---	Org Commitment	.931			.000	Significant
twork_mean	<---	Org Commitment	.846	.043	19.260	.000	Significant
tprof_mean	<---	Org Commitment	.763	.048	16.194	.000	Significant

Scrutinizing the data in Table 8, it could be observed that all path estimates are significant at $p < .05$. It could be interpreted that the influence of all measured and latent variables is significant.

Further, the path that exists between organizational climate and instructional management is significant as reflected by the estimate value of .768 with corresponding p-value of 0.000. This means that organizational commitment significantly predicts instructional management. Hence, when organizational climate goes up by 1, instructional management goes up by .768. The path that exists between organizational climate and organizational commitment is significant as reflected by the estimate value of .526 with corresponding p-value of 0.000. This means that organizational climate significantly predicts organizational commitment. Hence, when organizational climate goes up by 1, organizational commitment goes up by .526. The path that exists between instructional management and organizational commitment is significant as reflected by the estimate value of .412 with corresponding p-value of 0.000. This means that instructional management significantly predicts organizational commitment. Hence, when instructional management goes up by 1, organizational commitment goes up by .412.

Referring to the observed variables; restrictive behavior, collegial behavior, intimate behavior, and disengaged behavior significantly predict organizational climate as reflected by the estimate values of .782, .872, .701, and .821 respectively with the corresponding p-value of 0.000. Hence, when organizational climate goes up by 1 restrictive behavior goes up by .782, collegial behavior goes up by .872, intimate behavior .701, and disengaged behavior goes up by .821. Protecting instructional time, monitoring student progress, coordinating the curriculum, and supervising and evaluating instruction significantly predict instructional management as reflected by the estimate values of .883, .915, .932 and .917 respectively with the corresponding p-value of 0.000. Hence, when instructional management goes up by 1 protecting instructional time goes up by .883, monitoring student progress goes up by .915, coordinating the curriculum goes up by .932 and supervising and evaluating instruction goes up by .917. Commitment to school policies, commitment to work group and commitment to teaching profession significantly predict organizational commitment as reflected by the estimate values of .931, .846, and .763 respectively with the corresponding p-value of 0.000. Hence, when organizational commitment goes up by 1 commitment to school policies goes up by .931, commitment to work group goes up by .846 and commitment to teaching profession goes up by .763.

Further, the best fit model displays four indicators for organizational climate namely: restrictive behavior, collegial behavior, intimate behavior and disengaged behavior; four indicators for instructional management namely; supervising and evaluating instruction, coordinating the curriculum, monitoring student progress and protecting instructional time. These variables and variable-indicators are believed to influence directly the organizational commitment of teachers. Thus, an increase or decrease in the levels of these variables and variable indicators could mean an increase or decrease also of the organizational commitment of teachers. The other independent variable, leadership skills was removed. Thus, any change on the level of this variable and its indicators could not significantly influence the organizational commitment of teachers. While the indicators of the dependent variable, organizational commitment was reduced to three indicators namely; commitment to school policies, commitment to teaching work, and commitment to teaching profession. This further entails that an increase or decrease in these indicators shall mean an increase or decrease of the organizational commitment of teachers. On the other hand, the organizational climate in terms of restrictive, collegial, intimate, and disengaged behaviors directly impacts instructional management in terms of supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, and protecting instructional time.

The results are in congruence to the study of Mullins (2016) who divulged that there is a significant relationship between organizational climate and commitment of employees. Hence, efforts to improve the organizational climate could be a valuable strategy for improving organizational commitment (Bahrami et al., 2015). Further, the results are in conformity with the study of Sarikaya and Erdogan (2016) who found out that there is a relationship between the teachers' organizational commitment and instructional management of school principals. With this, principals should maximize their efforts to retain highly committed teachers who are willing to share very important duties and responsibilities in creating effective schools (Yüce, 2015). Moreover, the results are contrary to the study of Curtis (2018) that Leadership skills impact the commitment of teachers. As such, any efforts made in escalating the level of leadership skills could not directly impact the organizational commitment of teachers.

4. CONCLUSION AND RECOMMENDATIONS

This chapter concludes this dissertation by presenting the research findings, conclusions, and recommendations. Recommendations shall not only lay down the groundwork for the direction of future studies but will also take into account the educational institution undertakings as much as organizational climate, leadership skills, instructional management, and organizational commitment are concerned as well as the research implications of this study.

Findings

The following summarized the results of the study:

1. The level of organizational climate of schools was very high with an overall mean of 4.27. This implied that the school's organizational climate was always manifested. Its overall standard deviation of .53 is less than one suggesting a homogeneous response of the teachers.
2. The level of leadership skills of principals was very high with an overall mean of 4.36. This showed that the leadership skills of principals were always evident. Its overall standard deviation of .67 is less than one suggesting a homogeneous response of the teachers.
3. The level of instructional management of principals was very high with an overall mean of 4.35. This implied that the instructional management of principals was always demonstrated. Its overall standard deviation of .63 is less than one suggesting a homogeneous response of the teachers.
4. The level of organizational commitment of teachers was very high with an overall mean of 4.53. This showed that the organizational commitment of teachers was always observed. Its overall standard deviation of .51 is less than one suggesting a homogeneous response of the teachers.
5. There were positive correlations between organizational climate and organizational commitment, leadership skills and organizational commitment, and instructional management and organizational commitment which R values are equal to .751, .685, .734 respectively. These implied that there exists a significant positive relationship between variables.
6. There was singular significant influence between organizational climate and organizational commitment and between instructional management and organizational commitment as reflected by standardized coefficient Beta of .488 and .438 respectively with a p-value of .00 and

there was no singular significant influence between leadership skills and organizational commitment as reflected by standardized coefficient Beta of -.123 with a p-value of .18. On the other hand, there was a combined significant influence of organizational climate and instructional organizational commitment as reflected by the p-value of .00.

7. The best fit structural equation model yielded a good model result. The model satisfies the indices of goodness fit (CMIN/df = 2.009; NFI=.976; TLI=.982; CFI=.988; GFI=.958; RMSEA=.057 and P-close = .247). This implied that organizational climate and instructional management were found to be directly significant in predicting organizational commitment and organizational climate was found to be a direct significant predictor of instructional management.

Conclusions

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

1. The level of organizational climate of schools comprising the DBES in Region XIII was very high. This implied that the school's organizational climate was always manifested in terms of supportive behavior, directive behavior, collegial behavior, intimate behavior, and disengaged behavior. Apparently, the school administrators and teachers always worked towards the completion and success of the school's organizational objective/goals.
2. The level of leadership skills of principals of schools comprising the DBES in Region XIII was very high. This implied that the leadership skills were always evident in terms of administrative skills, interpersonal skills, and conceptual skills. The similarities in the levels of practice in terms of the aforementioned indicators are because school administrators are confronted with different situations and organizational dilemmas that require the use of the most appropriate and suitable leadership skills.
3. The level of instructional management skills principals of schools comprising the DBES in Region XIII was very high. This showed that instructional management was always demonstrated in terms of framing the school goals, communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, promoting professional development, and providing incentives for learning. Evidently, the school administrator has ascertained clear responsibilities

among teachers and assures students and teachers that there is someone they can go to when they experience difficulty.

4. The level of organizational commitment of teachers of schools comprising the DBES in Region XIII was very high. This implied that the organizational commitment was always observed in terms of commitment to school policies, commitment to teaching work, commitment to the teaching profession, and commitment to work group. Visibly, there was a maximum display of teachers' psychological attachments to the organization. And, there was an increased desire to contribute to attaining the organizational goals.
5. About the outcomes of the Pearson product-moment correlation, significant positive correlations between organizational climate and organizational commitment, leadership skills and organizational commitment, and instructional management and organizational commitment existed. Hence, increases in the level of organizational climate, leadership skills, and instructional management will mean an increase in the level of organizational commitment.
6. As to the outcomes of the multiple regression analysis, there was a singular significant influence between organizational climate and organizational commitment and between instructional management and organizational commitment and there was no singular significant influence between leadership skills and organizational commitment. On the other hand, referring to the result of the combined influence, organizational climate and instructional management can significantly influence organizational commitment. Hence, when organizational climate and instructional management go up, organizational commitment also goes up. Moreover, organizational commitment remains unchanged when leadership skills change.
7. Referring to the structural analysis of the model, the best fit yielded a good model result. Two latent variables namely; organizational climate and instructional management were found to be directly significant in predicting organizational commitment. On the other hand, organizational climate was found to be a significant predictor of instructional management. Hence, organizational climate and instructional management were direct significant predictors of organizational commitment and organizational climate was a direct significant predictor of instructional management.

Recommendations

Based on the findings and conclusions drawn, the researcher offers the following recommendations:

1. Since the organizational commitment of teachers is crucial to the long-term educational growth of the institution, the DBES, through its human resource management officers or trainers, may develop an institutional instrument to evaluate the organizational commitment of teachers. Further, they may consider the formulation of a framework for the development of organizational climate, leadership skills, instructional management, and organizational commitment among school administrators and teachers. Furthermore, monitoring and evaluation schemes may also be developed to discover areas for improvement and to sustain the program.
2. Since organizational climate significantly influenced organizational commitment, the organizational commitment among teachers may be sustained continuously by creating an organizational climate where teachers work well with others, enjoy friendly relations with each other, work things out and keep their organization constantly moving towards progress.
3. Since instructional management significantly influenced organizational commitment, the instructional management may be kept dynamically progressive, creative, and innovative by the administration and the teachers through crafting, improving, and sustaining related programs and initiatives. A self-rating checklist may be accomplished by the principals at the end of the school year to evaluate their performance.
4. Since organizational climate significantly influenced instructional management and both significantly influenced organizational commitment, the researcher thereby recommends that organizational climate may be kept satisfying by providing an array of activities that will enable each employee to become efficient and productive.
5. Since the model generated yielded a good model result, the researcher thereby recommends exploring other possibilities using other geographic locations or norms to further verify the validity and consistency of the model developed.
6. Researchers may utilize the results of the study as additional literature and reference in pursuing further researches. They may also use the results as bases for future related research endeavors to derive a more sophisticated model of the

organizational commitment of teachers considering other variables and indicators and using other theories as well.

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