

A STRUCTURAL Equation Model on Teacher Commitment in the Context of Educational Management Practices, School Culture and Behavioral COMPETENCIES

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ABSTRACT

Teacher commitment has been confronted with challenges as teachers navigate the increasingly evolving global and national educational landscape. This is especially true during transitional periods when many teachers experience feelings of uncertainty and perplexity. The objective of this quantitative study was to test the validity of a multi-variate model that best fits in predicting the commitment of senior high school teachers using Structural Equation Modeling. The study employed public school senior high school teachers in Region XI using stratified quota sampling. The data were collected using an adapted and modified survey instrument. The result showed a very high level of school principal's educational management practices and behavioral competencies, school culture, and teacher commitment. Moreover, teacher commitment has a positive and strong significant correlation with educational management practices, school culture and behavioral competencies of school heads. The best-fit model demonstrated the direct influence of educational management practices on school culture and teacher commitment. The school culture indirectly influenced teacher commitment through the mediating effect of behavioral competencies.

KEYWORDS: *Educational leadership, management practices, school culture, behavioral competencies, teacher commitment, structural equation model, Philippines*

INTRODUCTION

Teacher commitment is a multifaceted construct that refers to the level of emotional attachment, dedication, and engagement teachers demonstrate towards their work. It encompasses the degree to which teachers are willing to go above and beyond their duties to support their students' learning and well-being. Commitment according to Kurniadi et al. (2017) is an internal interpretation of a teacher about how they absorb and interpret their work experience. However, teacher commitment is confronted with challenging work experience arising from the educational management practices and behavioral competencies of school heads, and school culture. The lack of teacher commitment adversely affects motivation towards work and eventually results to adverse consequences in the exercise of their professional responsibilities and the attainment of educational goals. Teachers who demonstrate low commitment indicate that they perceive limited opportunities for growth within the organization. They fail to recognize the alignment between their values and the organization's and frequently experience feelings of burden and doubt within the school system (Pratama et al., 2022).

In the global perspective, a study in Tanzania conducted by Kashamba et al (2023) found that teachers' commitment was limited by several challenges such as but not limited to incompetent head of schools and poor working environment. A study conducted by in Indonesia by Rahmatulla (2016), found that teacher commitment needs to be complimented by learning environment and motivation factors. In a study on teacher commitment of expatriate English teachers working in Korea, Moodie (2023) found that that teachers showed high affective commitment to the profession but a low commitment to their organization. In the context of Chinese language education, Lu and Geng's (2022) study on Chinese as a second language teachers' motivation for teaching suggested a link between teachers' motivation profile and their career commitment: Teachers with a strong sense of national pride and social responsibility, together with teachers driven by personal interest, tend to show a strong commitment to their career. Meanwhile, their study found that teachers driven by personal utility and pursuing diverse life experiences or permanent residence abroad were more likely to have a rather weak commitment to the career.

In the Philippines, Filipino teachers were reported to have lower commitment and enthusiasm to teach (Pambuena, 2022). This can mean the prevalence of uncommitted teachers who can resonate their lack of enthusiasm

and hostile behavior with their students. At the early stage of the K-12 transition, because the country faced a net loss of 132 teachers every year, which meant that more individuals left the profession than those entering it (Philippine Statistics Authority, 2018). Among the teachers who continued to teach, more than 80 percent of them have pondered on changing careers, more than 60 percent have already looked for other jobs, and 40 percent are no longer committed to their workplace (Hefny, 2021).

A recent study was conducted by Baloran and Hernan (2020) on public school teachers in Region XI (Davao Region), Philippines, during the COVID-19 pandemic. The study found that teachers who were confident in managing crises had a higher level of commitment to their work. The most significant predictor of their work commitment was their ability to manage uncertainty during the pandemic. Additionally, they also showed high levels of work commitment in terms of their commitment to school, students, teaching, and profession. Another study conducted by Cloma and Dioso (2023) in Davao de Oro that measured the level of commitment of elementary teachers found that teachers who were more committed performed better as they were more self-aware and had stronger morals. Furthermore, a study conducted by Bantilan et al (2023) that investigated the relationship between organizational culture, policies, and practices and the commitment levels of primary and secondary public-school teachers in Davao del Norte and Davao City revealed that teacher commitment, including affective commitment, continuance, and normative commitment, was observed at a high level. The study revealed a significant influence of both organizational culture and policies and practices on teacher commitment.

The abovementioned findings of the study highlighted the challenges of teacher commitment attributed to teachers' organizational environment (Kashamba et al., 2023; Moodie, 2023; & Bantilan et al., 2023). Other studies discussed commitment from the psychological and professional perspectives of teachers (Rahmatulla, 2016; Lu & Geng, 2022; Pambuena, 2022; Baloran & Hernan, 2020; Loma & Dioso, 2023). Most of these studies were descriptive in nature and does not employed senior high school teachers as research respondents. There was a little understanding about the collective influence of school head attributes and school culture on teacher commitment. Hence, this study was intended to investigate the combined influence and interactions of school principal educational management practices and behavioral competencies, and school culture to teacher commitment. The distinction of this proposed study from the previous researches is the intent of proposing a robust

multi-variate model for teacher commitment.

Theoretical Lens

This study is anchored on Situational Leadership Theory (Hersey et al., 1979) and Social Identity Theory (Tajfel & Turner, 1979) to explain the relationship between principal management practices and school culture. Situational Leadership Theory posits that effective leadership is context-dependent, requiring supervisors to adapt their management styles to the maturity levels of subordinates and situational demands. In secondary public schools, this framework supports the hypothesized path that a principal's adaptable management practices and behavioral competencies directly shape the school culture. Complementing this, Social Identity Theory suggests that when individuals feel psychologically connected to an organization, they internalize its values and norms as their own. Through this lens, school culture becomes a powerful mechanism that dictates how teachers align themselves with organizational goals, underpinning the path between school culture and teacher behavioral outcomes.

To explain how these dynamics culminate in teacher commitment, the framework integrates Social Exchange Theory (Blau, 1964), which is rooted in the norm of reciprocity. This theory asserts that when an organization provides a supportive environment or beneficial leadership, employees feel obligated to reciprocate with positive organizational behaviors. Within this study's context, the educational management practices and behavioral competencies demonstrated by school principals act as organizational inputs that teachers reciprocate through enhanced engagement and professional dedication. By synthesizing these theories, the framework establishes a cohesive foundation for the hypothesized paths, demonstrating how the interdependence of principal management practices, behavioral competencies, and school culture collectively drives and sustains teacher commitment.

METHODS

Research Design

This study is quantitative in nature, specifically Structural Equation Model. Quantitative research is a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques (Mohajan, 2020). This method research involves collecting and analyzing numerical data. Quantitative research fitted in this study

since the level of educational management practices of the school principal and behavioral competencies, school culture and teacher commitment were described using appropriate statistical tools. Similarly, the degree and significance of hypothesized correlations of independent variables to the dependent variable were determined by statistical computations. Specifically, the study used structural equation modeling (SEM) to determine the influence of secondary public school principals' management practices, school culture, and teacher core behavioral competencies on the commitment of senior high school teachers.

Research Locale

The study was carried out in the Department of Education Region XI, which includes the five provinces namely, Davao del Norte, Davao del Sur, and Davao Oriental, Davao Occidental and the five cities namely, Davao City, Digos City, Mati City, Tagum City. Davao Region which is formerly known as Southern Mindanao, is an administrative region in the Philippines, designated as Region XI.

Research Respondents

The respondents to this study were selected from the population of senior high school teachers in Region XI. The study used purposive sampling since the research respondents only include the senior high school teachers. Purposive sampling is a type of nonprobability sampling in which the researcher determines who should be included in the sample based on several characteristics such as subject matter expertise or the ability and desire to engage in the study (Oliver, 2015). Successively, stratified quota sampling was used to select 360 senior high school teachers from five study areas comprising schools that have senior high school program.

Research Instrument

The study used the adapted and modified research instrument namely: Buitizon's (2021) Management Practices of School Principals Survey (Cronbach's Alpha = .985); Gruenert and Valentine's (1998) School Culture Survey (Cronbach's Alpha = .978); Alberta Public Service Competency Model Scale (Cronbach's Alpha .986 and .979 respectively for the indicators: systems thinking and problem solving agility); and Allen and Meyers (1990) commitment scale (Cronbach's Alpha = .983). These five-point Likert scale data gathering tools was subjected to expert validation.

Data Collection Procedure

Prior to the data collection, the researcher wrote a letter to the Dean of the Graduate School of the University of Immaculate Conception (UIC) requesting for the endorsement and permission to conduct the study. Then, the researcher sought the ethical clearance from the UIC-Research and Ethics Committee (REC). After securing the Dean's approval and endorsement, the researcher forwarded a letter with attached endorsement to the Regional Director (RD) of the Department of Education Region XI. After the RD's approval, the approved letter was forwarded to the respective school principal of the randomly selected schools in the research locale. The communication letters concisely and comprehensively stipulated the purpose of conducting the study. Following the school principal's approval, the researcher notified the research respondents of the schedule of data collection. They were reminded also about the protocol to be observed. For those who opted for online responses, their social media accounts were collected by the researcher for them to be given the online link of the research instrument. The researcher then administered the informed consent prior to the gathering of data. Immediately prior to actual data collection, the researcher allotted an ample time to discuss with the respondents the intention of the study and the possible benefits derived from their shared information. Also, the researcher solicited the respondents' consent and guarantee the confidential handling of data.

Data Analysis

Mean was used to determine the level of educational management practices, school culture, principal behavioral competencies and teacher commitment. Mean is the most common measure of central tendency and refers to the average value of a group of numbers (Sykes & Gani, 2016).

Standard Deviation was used to measure the extent of dispersion of a set of responses from the mean value that measured the level of educational management practices, school culture, principal behavioral competencies and teacher commitment. The standard deviation (SD) measures the extent of scattering in a set of values, typically compared to the mean value of the set (Vetter, 2017).

Pearson r was used to test the significance of correlation of educational management practices of school principal, school culture, and principal behavioral competencies to teacher commitment. Pearson r is a scale to measure the strength of linear association between variables (Senthilnathan, 2019).

Structural Equation Modelling was used to explore the best-fit model of teacher commitment. There were five steps involve in applying SEM. These are model specification, identification, parameter estimation, model assessment, and model change (Byrne 2013). According to one's comprehension, the assumed relationships between the variables in a SEM are described by the model specification. to assess the over-, just-, or under-identification of a model. The estimate of model coefficients is only possible with just-identified or over-identified models. Model evaluation examines model performance, or fit, using numerical indices that are produced for the overall goodness of fit. A modification is made to the model to improve model fit.

Ethical Statement

The study adhered to the ethical guidelines established by the University of the Immaculate Conception's Research Ethics Committee (UIC-REC) as a result the respondents' involvement was entirely voluntary, and they were shown the highest level of respect. Participant concerns were addressed immediately, and all personal data were treated with absolute confidentiality, allowing respondents complete discretion to decline or withdraw from the survey at any time without penalty. Rigorous data storage security protocols were maintained under the mandate of the Philippine Republic Act 10173 (Data Privacy Act of 2012); datasets were compiled into encrypted digital files accessible exclusively to the primary research team, ensuring findings serve only academic purposes.

RESULTS

Significance of Relationship of Educational Management Practices, School Culture, and Behavioral Competence to Teacher Commitment

Table 1

Test of the Significance of Relationship Between Educational Management Practices of School Principal, School Culture and Behavioral Competencies to Teacher Commitment

Teacher Commitment	r	p value	Decision
Educational Management Practices of School Principal	.763	.000	Significant
School Culture	.745	.000	Significant
Behavioral Competence of School Principal	.781	.000	Significant

Table 1 presents the significance of relationship of educational management practices, school culture, and behavioral competencies to teacher commitment. The data shows that there is a significant relationship between educational management practices and teacher commitment since the p-value is less than .05. The r-value of .763 suggest that there is strong correlation between educational management practices of school principal and teacher commitment.

The positive correlation signifies that improvements in educational management practices of school principal would contribute to a stronger teacher commitment. This result affirm with the recent study conducted by Mwamatandala and Muneja (2020) which revealed a significant relationship between educational management practices and teacher's commitment. Likewise, it confirms several studies: Khumalo et al., (2019), found that effective educational management practices motivates teachers' commitment; Eliophotou-Menon and Ioannou (2016) found that educational management practices influence commitment as well as increased desire to remain in the organization; Marshall (2015) found that there is a close relationship between educational management and teacher commitment; and Dou et al. (2016) who found a significant influence of educational management practices such as instructional and transformational leadership on teachers' job satisfaction and organizational commitment. Interestingly, the finding of the study contradicts the study of Zheng, et al., (2020) who found that principals' educational management such as authoritarian leadership styles had detrimental impacts on teachers' commitment.

Moreover, there is a significant relationship between school culture and teacher commitment since the p-value is less than .05. The value of r which is .745 indicate a strong relationship between school culture and teacher commitment. This positive correlation implies that an increasingly healthier school culture results into a stronger teacher commitment. The preceding result affirm with Alzoraiki's (2021) who found that school culture positively affects sustainable teachers' commitment. Specifically, the results also confirm the causal comparative study of Kiral and Kacar (2016) on commitment who found that affective commitment is predicted by result-focused culture; continuance commitment is predicted by accomplishment and support culture; and normative commitment is considerably predicted by support culture.

Furthermore, there is a significant relationship between behavioral competencies and teacher commitment since the p-value is less than .05. The

value of r which is .781 indicate a strong relationship between behavioral competencies and teacher commitment. The positive correlation suggests that improvement of behavioral competencies of school principals will contribute to a stronger teacher commitment. The findings of a study conducted by Demirtas et al. (2017) have been confirmed by the results of the recent research, which suggest that there is a positive correlation between behavioral competencies that support teacher commitment. The study also confirms the research by McGlohon (2008), which observed that school principals' supportive and encouraging behavior towards teachers resulted in positive and confident teacher responses, ultimately fostering higher levels of commitment.

Best-Fit Model of Teacher Commitment

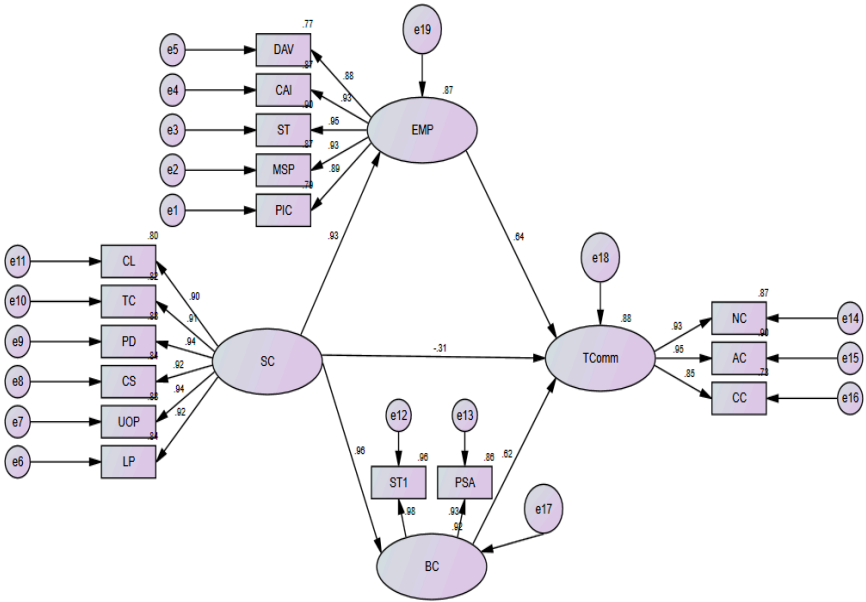
Table 2

Goodness of Fit Measures of the Best-Fit Model

Indices	Criteria	Model Fit Value		
		Model 1	Model 2	Model 3
CMIN/DF	<3.0	14.125	14.015	2.519
NFI	>.90	.858	.861	.986
TLI	>.90	.838	.839	.987
CFI	>.90	.866	.869	.992
GFI	>.90	.729	.733	.964
RMSEA	<.08	.191	.190	.065
PCLOSE	>.05	.000	.000	.090

Shown in Table 2 are the following criterion values for good-of-fit indices. Scrutinizing the model fit indices, Model 1 which explored the direct causal relationship of school head educational management practices, school culture and behavioral competencies of school head to teacher commitment as well as the mediated influence of school culture to teacher commitment did not satisfy the criterion values for good-of-fit indices.

Figure 1
Hypothesized Model 1



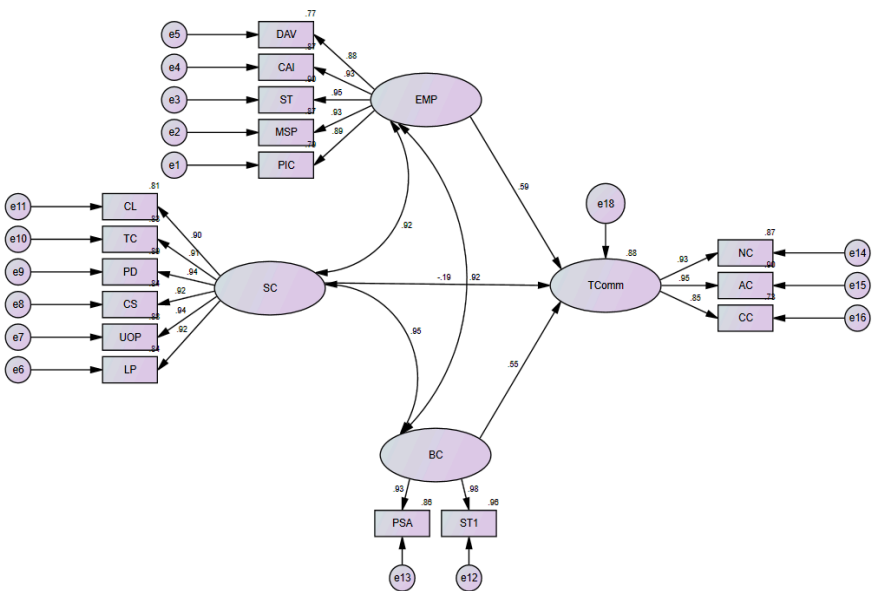
In this model, CMIN/df is equal to 14.125; NFI is .858; TLI is .838, CFI is .866; GFI is .729; RMSEA is .191 and PCLOSE is .000. In the same way Model 2 failed to meet the criterion values for good-of-fit indices. In this model, CMIN/df is equal to 14.015; NFI is .861; TLI is .839, CFI is .869; GFI is .733; RMSEA is .190 and PCLOSE is .000. Figure 4 shows the hypothesized Model 1.

Model 2 which explored the direct causal relationship of school head educational management practices, school culture and behavioral competencies of school head to teacher commitment as well as the interrelationships of exogenous variables did not satisfy the criterion values for good-of-fit indices. In this model, CMIN/df is equal to 14.015; NFI is .861; TLI is .839, CFI is .869; GFI is .733; RMSEA is .190 and PCLOSE is .000. Figure 2 shows the the hypothesized Model 2.

On the other hand, Model 3 yielded the criterion values for good-of-fit indices. The CMIN/df is equal to 2.519. This value is less than 3 and within the acceptable range. The NFI is equal to 0.986. This value is greater than 0.90 and

within the acceptable range. The TLI is equal to 0.987. This value is greater than 0.90 and within the acceptable range. The CFI is equal to 0.992. This value is greater than 0.90 and within the acceptable range. The GFI is equal to 0.964. This value is greater than 0.90 and within the acceptable range. The RMSEA is equal to 0.065. This value is less than 0.08 and indicates a good fit. The p-close is equal to 0.090. This value is greater than 0.05 and within the acceptable range. Thus, model yields the acceptable goodness-of-fit index for the teacher commitment making it the best fit model.

Figure 2
Hypothesized Model 2

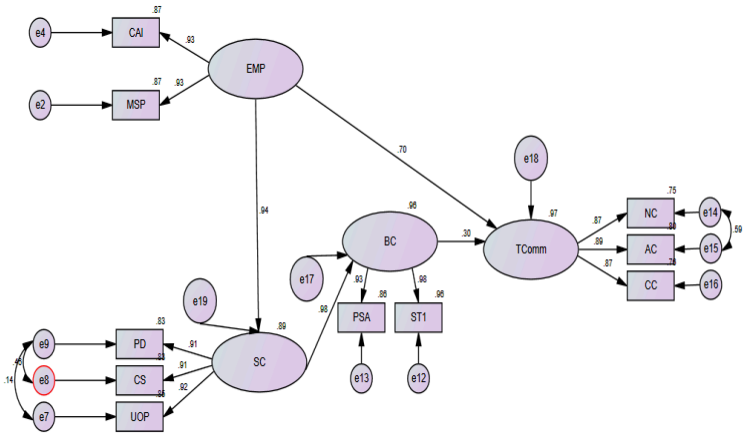


The best-fit model shown in Figure 3 indicates that the school principals’ educational management practices have direct influence school culture and teacher commitment with an estimated degree of influence of .94 and .70 respectively.

Both the school culture and teacher commitment are influenced by educational management practices through the principals’ demonstration of leading curriculum and instruction and monitoring student progress. On the other hand, the school culture has indirect or mediated influence to teacher commitment. The school culture has an estimated .98 of

influence to the behavioral competencies of school principals which resulted to an estimated .30 degree of direct influence of behavioral competencies to teacher commitment.

Figure 5
Best Fit Model of Teacher Commitment



Legend

- | | |
|-----------------------------------|-------------------------------|
| EMP = Management Practices | BC = Behavioral Competencies |
| CAI = Curriculum and Instruction | PSA = Problem Solving Agility |
| MSP = Monitoring Student Progress | ST1 = Systems Thinking |
| SC = School Culture | TComm = Teacher Commitment |
| PD = Professional development | NC = Normative Commitment |
| CS = Collegial Support | AC = Affective Commitment |
| UOP = Unity of Purpose | CC = Continuance Commitment |

The direct influence of educational management practices to school culture confirm the study of Leithwood et al.,(2019) which shows the importance of principals building an organization which supports a professional and collaborative culture. This also affirm with Ostroff et al (2013) that cultures can be transformed by relations between leaders and staff with focus on visions, goals and shared ideas of ideal behaviors or sometimes also by leaders

cultivating a structure promoting change.

Moreover, the influence of educational management practices to teacher commitment confirm with the recent study conducted by Mwamatandala and Muneja (2020) which revealed a significant relationship between effective school management and teacher's commitment. This also affirms Khumalo et al., (2019), who found that assuming the role of transformational school leadership among school principals promotes and motivates teacher commitment. Similarly, it affirm with Eliophotou-Menon and Ioannou (2016) who investigated the link between educational management and teachers commitment. The study found that educational management influences commitment through teamwork, job satisfaction, participative decision making, openness, dedication to duty, decreased disagreements and conflicts as well as increased desire to remain in the organization. Further, the finding affirm with Marshall (2015) who studied the influence of principal's educational management on teachers' commitment among secondary schools in Barbados and found that there is a close relationship between educational management and teacher commitment. In the same way, the results affirm with Dou et al. (2016) found a significant influence of educational management on teachers' organizational commitment.

Furthermore, the result confirm the notion that cultures can be transformed by interactions between leaders and staff with focus on visions, goals and shared ideas of ideal behaviors or sometimes also by leaders building an infrastructure promoting change (Ostroff et al.,2013). The influence of school culture to principals' behavioral competencies confirm the finding of the study by Abdullah and Arokiasamy, (2016) that there is a positive correlation between school culture and the role of the principal according to teachers' perceptions. Also, it affirm the notion that school culture, in relation to the dynamics of work improvement (Nehez & Blossing, 2020). At this point, school principals are expected to support and help develop a strong school culture where the students and teachers have a high motivation to learn and teach (Karadağ & Özdemir, 2015).

The influence of school principals' behavioral competencies to teacher commitment confirm the research conducted by Jandaghi et al. (2011), stating that appropriate management, especially managing human resources, will improve job satisfaction and work commitment. In addition, the finding of the study affirm with Orebiyi's (2011) conclusion that management, based on effective communication between the top leader and his subordinates,

significantly improves the employees' commitment and satisfaction. Moreover, the result also affirm with another study which reveals that visionary management leadership positively influences organizational commitment and job satisfaction (Top et al., 2015).

Overall, the model confirms the Situational Leadership Theory (Hersey et al., 1979). The theory elucidated that various contextual aspects may regulate which management style is best for a specific work situation. This theoretical claim contends that there is no universal leadership style that can be used in all circumstances. In this study, the school principals' educational management style and behavioral competencies respond to schools' situational context which are school culture and teacher commitment. This implies that school principals have decided to apply the optimal course of action depending on contextual aspects or circumstances.

The paths of showing the school principals' influence of educational management practices and behavioral competencies to teacher commitment confirms the Social Influence Theory which aims to explain how people are impacted by other people's ideas, decisions, attitudes, beliefs, and actions (Wang et al., 2013; Goldsmith, 2015). The strength of influence can be increased by the goals of the influencer who is the school principals and by conforming them to the values of the person being persuaded (Kelman, 2009). The social exchange theory is commonly utilized in the context of organizational behavior to describe the development and upkeep of interpersonal connections between employees and employers regarding reciprocation practices (Chen et al., 2005; Rawshdeh et al., 2019).

The way school principals manage their schools can have a direct impact on the school culture and the commitment of teachers. The school culture can also be indirectly influenced by the principals' behavioral competencies, which can then affect teacher commitment. This is affirm with the Social Identity Theory (Tajfel & Turner, 1979), which explains that when someone feels like they are part of a group or organization, they tend to adopt the group's values and needs as their own. Hence, a person's connection to a group can influence how they behave and increase the likelihood that they will follow the group's norms and values.

Underlying Implications on the Significant Causal Links in the Teacher Commitment

Table 3
Standardized Regression Weights

			Estimate	p	Interpretation
SC	<---	EMP	.944	.000	Significant
BC	<---	SC	.979	.000	Significant
TComm	<---	BC	.299	.000	Significant
TComm	<---	EMP	.704	.000	Significant
MSP	<---	EMP	.934	.000	Significant
CAI	<---	EMP	.931	.000	Significant
UOP	<---	SC	.920	.000	Significant
CS	<---	SC	.912	.000	Significant
PD	<---	SC	.911	.000	Significant
ST1	<---	BC	.981	.000	Significant
PSA	<---	BC	.926	.000	Significant
NC	<---	TComm	.867	.000	Significant
AC	<---	TComm	.894	.000	Significant
CC	<---	TComm	.874	.000	Significant

Table 3 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 the commitment of senior high school teachers in Region XI. The data shows that all paths are significant at 0.05. It could be interpreted that the influence of all measured and latent variables is significant.

Further, the path that exists between educational management practices of school principal and school culture is significant as reflected by the estimate value of .944 with corresponding p-value of 0.000. This means that educational management practices significantly predict school culture. When educational management practices goes up by 1, school culture goes up by .944. This implies a direct causal correlation of educational management practices to school culture.

The result confirmed with Leithwood et al. (2019), who noted that school leaders must be able to create a culture that supports effective

decision-making, encourages collaboration, and fosters a shared sense of commitment to student success. To transform cultures, leaders must be adept at managing interactions between staff members and promoting a shared vision, goals, and ideals for behavior.

Additionally, the result affirms with Ostroff et al. (2013) who argue that leaders must build an infrastructure that supports change, such as by providing resources and training to support new initiatives. Skilled school leaders are able to transform toxic school cultures into positive ones, according to Deal and Peterson (2016), who noted that this requires a deep understanding of the underlying factors that contribute to negative cultures, as well as a strategic approach to promoting positive change. Ultimately, the ability of school leaders to shape school culture is critical to the success of their improvement efforts, and school culture practices must be carefully managed if schools are to thrive and succeed.

The path that exists between school culture and behavioral competencies of school principal is significant as reflected by the estimate value of .979 with corresponding p-value of 0.000. This means that when school culture goes up by 1, behavioral competencies goes up by .979. This implies that school culture influences the behavioral competencies of school principal.

This result confirms the study of Stergios et al. (2017) who found that educational management significantly contributes to the emergence of the school culture within an educational institution. Moreover, the result affirms with the research that established a positive correlation between school culture and the role of the principal, as perceived by teachers (Abdullah & Arokiasamy, 2016). The way principal interact with their teachers and staff can significantly impact the school's culture.

The path that exists between behavioral competencies of school principal and teacher commitment is significant as reflected by the estimate value of .299 with corresponding p-value of 0.000. This means that behavioral competencies significantly predict teacher commitment. That is, behavioral competencies goes up by 1, teacher commitment goes up by .299.

The result confirms Jandaghi et al. (2011) who found that effective management, particularly in managing human resources, can enhance

commitment. Similarly, the result affirms with Orebiyi (2011) who suggests that management based on efficient communication between leaders and their subordinates can significantly improve employee commitment. Similarly, it confirms with another study by Top et al. (2015) reveals that visionary management leadership also has a positive impact on commitment. Competencies of principals include designing work schedules and information flow, assigning subordinates based on their skills and organizational needs, evaluating and assessing programs, and encouraging employees to work and manage the school's finances, which can contribute to a comfortable work environment and lead to teacher commitment (Kearns et al., 2015).

The path that exists between educational management practices and teacher commitment is significant as reflected by the estimate value of .704 with corresponding p-value of 0.000. This means that educational management practices significantly predict teacher commitment. When educational management practices goes up by 1, teacher commitment goes up by .704. This finding indicates that there is a positive association between educational management practices and teacher commitment.

The result confirms the recent study conducted by Mwamatandala and Muneja (2020) who found that there is a significant correlation between effective educational management practices and teacher commitment. The study suggests that the principal's educational management practices play a crucial role in fostering teacher commitment. The study also highlights the importance of varied educational management practices adopted by the principal to promote teacher commitment. Additionally, the study findings indicate that the principal's practices of instructional leadership have a significant impact on the teacher's level of commitment towards their work. The results also confirm the previous studies conducted by Al-Mahdy et al. (2017) and Dou et al. (2016), that the major job of the principal is to provide the focus and support system that allows teachers to improve their classrooms for higher instructional effectiveness and school principal demonstrates effective instructional leadership skills that provide focus on student achievement and guide the development of a caring collaboration.

In reference to the observed variables, monitoring student progress and directing curriculum and instruction significantly predict educational management practices as reflected by the estimate of .931 and .920 respectively with a corresponding value of .000. Hence, as educational management practices increase by 1, monitoring student progress goes up by .931 and leading

curriculum goes up by .920. This implies that monitoring student progress and directing curriculum and instruction predominate the educational management practices of school principals.

The findings confirm Berhane et al (2021) who stressed that the principal plays a crucial role in promoting academic performance in schools. Effective school leaders prioritize various indicators of students' achievement, such as test results (Huang et al., 2018). Monitoring student progress help school principals understand the academic progress of their students, evaluate their teaching methods, and implement necessary changes to improve the overall quality of education in the school.

Additionally, the findings affirm with Mohale et al 2020) that the the curriculum management process is an essential aspect of ensuring effective teaching and learning within educational institutions. This process involves overseeing what students are expected to learn, assessing the outcomes of their learning, and developing strategies to enhance student performance. Notably, instructional resources play a significant role in facilitating the learning process across all subjects within the school curriculum (Chonjo, 2018). Without the appropriate resources, students may not be able to fully comprehend or engage with the content being taught, thereby hindering their academic progress.

Unity of purpose, collegial support, and professional development significantly predict school culture as reflected by the estimates .920, .912, and .911 respectively with a corresponding value of .000. Hence, when school culture increase by 1, unity of purpose goes up by .920, collegial support goes up by .912, and professional development goes up by .911. This implies that school culture is shaped by unity of purpose, collegial support, and professional development.

The findings affirm with the study conducted by Ismail et al (2022) who found that fostering unity of purpose as a part of school culture can have a significant impact on the effectiveness of a school. In addition, the finding of the study also affirms with Bottiani et al (2019) who stated that collegial support among educators is a naturally occurring in schools. Research utilizing a social network perspective has elucidated an important role for collegial relationships and networks of relationships among educators to improve educator practice (Neal et al., 2011). Finally, the result confirms to a recent study conducted by Gülsen and Çelik (2021), who found that the perceptions of secondary school

teachers on the effectiveness of their schools are significantly influenced by professional development, which is a critical aspect of school culture.

Normative, affective and continuance commitment significantly predict teacher commitment as reflected by the corresponding estimates of .867, .894 and .874. This indicates that an increase in teacher commitment by 1, normative commitment goes up by .867, affective commitment goes up by .894, and continuance commitment goes up by .874. This implies that teacher commitment encompasses their obligation toward their current school, emotional attachment, and conviction to stay in their current employment.

The process of commitment growth in a scholastic setting is a complex one that involves various elements and their interactions. The result affirms with Human-Vogel (2013), that the processes in a school setting can be logically anticipated to involve active and two-way associations between different psychological, relational, and surrounding elements. It is not a one-dimensional process and requires a careful balance between the individual's mindset, their professional development, and the academic structure that they are a part of. The preceding statement was confirmed by Choi and Tang (2009) who further explain that commitment is a cycle that involves frequent interactions between these three elements, each influencing and impacting the other in turn.

Table 4

Indirect Effect of Management Practices and School Culture on Teacher Commitment

Independent variables	Beta	p value
Educational Management Practices	.276	.029
School Culture	.292	.031

Table 4 shows the indirect effects of educational management practices and school culture on teacher commitment. The data indicates that the indirect effect educational management to teacher commitment is .276 and is significant since the p-value of .029 is less than .05. Similarly, the indirect effect of school culture on teacher commitment is .292 and significant since the p-value .031 is less than .05.

The best-fit model illustrates that educational management practices of

school principal have indirect effect to teacher commitment because it's causal link to teacher commitment is mediated by school culture and behavioral competencies of the school head. Moreover, the causal link of school culture to teacher commitment is also mediated by the behavioral competencies of the school heads.

The indirect effect of educational management practices confirmed the contention of Grissom et al (2021) that principals create positive working conditions and collaborative, supportive learning environments plays a critical role in attracting and retaining qualified teachers. Hence, teachers consider principal support as one of the most important factors in their decision to stay in a school (Podolsky et al., 2016).

Meanwhile, the indirect effect of school culture to teacher commitment as mediated by school principals' behavioral competencies affirm with Avcı (2016) who stated that the school principal plays a vital role in sharing and growing the school culture. The result also affirmed with Kalkan, et al. (2020) who found that school culture has a partial mediator effect on leadership. The mediation of school principals' behavioral competencies that include the skills to assign the subordinates adjusting to their expertise and organizational needs, the ability to evaluate and assess the programs, and the skills to encourage people to work and manage the school's finance contribute to working comfort, leading to the teacher's commitment (Kearns et al., 2015).

The educational practices of school principals of senior high school in Region IX suggest that they clear academic goals and expectations for the school, but also offering relevant resources, professional development opportunities, and constructive feedback to help teachers grow and succeed in their roles. It can be inferred that school culture in this study were cultivated by relations between leaders and staff with focus on visions, goals and shared thoughts of ideal behaviors or sometimes also by school principal creating a learning environment that promote change. The behavioral competencies of school principals showcased their problem-solving agility and systems thinking. The commitment among senior high school teachers manifest normative, affective and continuance commitment. It can be inferred that teachers showed dedication to the school organization by voluntarily extending their relationship with the organization and exert significant efforts to accomplish school goals. The significant positive correlation of educational management practices, school

culture and behavioral competencies to teacher commitment indicated that improvements in educational management practices, school culture and behavioral competencies contributed to stronger teacher commitment. The structural model generated in the study is a best fit to predict teacher commitment. Hence, the school principals' management practices, school culture and the role of behavioral competencies are crucial in promoting commitment of senior high school teachers. The behavioral competencies of school principals, particularly their problem solving agility and systems thinking skills played critical role in mediating the direct effect of school culture to teacher commitment.

Since educational management practices, school culture and behavioral competencies are crucial elements of teacher commitment, it is highly recommended that school principals may explore further how to collectively improve their management practices and competencies, and cultivate a healthy school culture that will promote teacher commitment. Similar studies using the same model could be tested in the public junior high schools and elementary schools to would validate the applicability of the model at different levels of the public-school system. Qualitative methods or mixed-method approaches is also recommended to substantiate the generated best-fit model with field experiences of teachers. This would provide a more vivid scenario about the dynamics of leadership, school culture and teacher retention.

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