

TRANSFORMATIONAL Leadership, School Culture, and Organizational Commitment: An Explanatory Sequential DESIGN

Kristine W. Tuba¹, Mona L. Laya, PhD²

¹Teacher, Tagum City National Comprehensive High School
kristinewantuba@gmail.com

²Graduate School Department, University of the Immaculate Conception, Davao City, Philippines
mlaya@uic.edu.ph

ABSTRACT

This study examined the influence of transformational leadership and school culture on the organizational commitment of senior high school teachers in Region XI using an explanatory sequential mixed methods design. Quantitative data were collected from randomly chosen respondents in public and private senior high schools in the Davao region, while qualitative data were gathered through in-depth interviews and focus group discussions with participants from the quantitative phase. Validated and reliability-tested adapted questionnaires, along with interview guide questions based on quantitative results, were used. Statistical analyses included mean, standard deviation, Pearson r , and multiple linear regression, while thematic analysis was used for qualitative data. Findings showed very high levels of transformational leadership, school culture, and organizational commitment. Both transformational leadership and school culture were significantly related to organizational commitment, but only school culture had an independent significant impact. Qualitative results confirmed the quantitative findings, with data integration showing connecting-confirmation and connecting-expansion between phases.

KEYWORDS: *Educational leadership, transformational leadership, school culture, organizational commitment, explanatory sequential design, Philippines*

INTRODUCTION

Organizational commitment is the degree to which an employee identifies with and is willing to contribute to an organization's aims and values (Hussain et al., 2020). It determines whether an employee would stay with a

company for a long time and work hard to attain the firm's goals. However, employees in some organizations exhibit low organizational commitment, which leads to higher turnover rates, decreased productivity, and a general decline in morale and effectiveness. (Yandi & Havidz, 2022).

In the context of education, some Canadian teachers registered low organizational commitment during the height of the pandemic due to a lack of school support (Sokal et al., 2021). Meanwhile, among 149 teachers in Turkey, 59 percent reported a low level of organizational commitment (Palta, 2019). In the same country, 344 teachers have reduced organizational commitment, leading to increased absenteeism and a desire to leave the workplace (Samancioglu et al., 2020). Likewise, in Iraq, 36 percent of the teachers registered low scores in their organizational commitment, particularly those who are still new to the job (Motair, 2023). More so, at least 50 percent of the 209 high school teachers in Indonesia have a low organizational commitment that affects their duties inside and outside the classroom (Bestri et al., 2022).

In the Philippine context, the organizational commitment of senior high school teachers in Caloocan City is found to be moderate to low and is affected by scheduling and assessment practices (Lumbang & Martin, 2022). Additionally, when teachers feel that their autonomy in choosing how they conduct their assessment is undermined, this could lead to decreased organizational commitment. In Mindanao, teachers reported that their organizational commitment decreased during the coronavirus (COVID-19) pandemic due to high anxiety level and relative lack of organizational support (Aragasi & Pangandaman, 2021).

Hence, retaining dedicated and highly competent teachers becomes an uphill challenge for schools with low organizational commitment among their faculty members. According to the study of Jayson et al. (2024), there is a weak relationship between transformational leadership and organizational commitment. This shows that for the teachers, transformational leadership styles alone may not be the most effective strategy for fostering strong organizational commitment. In addition, Triyana et al. (2023) found that the more teachers perceive a positive transformational leadership style, the higher the teacher's organizational commitment.

Additionally, organizational commitment has the potential to be enhanced through establishing a vibrant and inclusive school culture (Pratama et

al., 2020). Likewise, there is a moderate relationship between school culture and organizational commitment (Sultan, 2017). Further, when school culture is well-maintained and invites optimism, the commitment of the employees also increases (Al-Habsi & Aldhuhli, 2023). Furthermore, a positive and supportive school culture leads to higher levels of organizational commitment (Xianqiang, 2023).

Several studies have explored the relationship between transformational leadership and organizational commitment (Triyana et al., 2023; Zhang, 2022; Quines & Pablo, 2023; Lara, 2021) and school culture and organizational commitment (Virgana et al., 2022; Kovancı et al., 2020; Pratama et al., 2020). However, despite the growing number of studies focused on teachers' organizational commitment, there are still several blind spots that can be identified based on the body of literature. Based on the study of Bogler and Berkovich (2020) future research may explore how working conditions, particularly school culture, in schools affect teachers' organizational commitment. Additionally, some studies suggested looking into how the organizational commitment of teachers is influenced by other factors, such as the school principal (Motair, 2023) or the school administration (Bancoro, 2023). Notably, the researchers failed to come across multivariate research involving the same variables. Furthermore, Baloran and Hernan (2020), who looked into the relationship of transformational leadership and organizational commitment among teachers in the Davao region, highlighted that most existing studies on these variables are conducted in contexts quite different.

Due to the identified gaps in the literature, the researcher decided to pursue this study on transformational leadership, school culture, and organizational commitment among senior high school teachers in the region. The study's findings are anticipated to be of significant interest to other researchers, providing valuable insights and contributing to the broader understanding of these important variables in educational settings.

In addition, the study first be disseminated locally within the region particularly to those who were involved in the data collection, such as in the Learning Action Cell (LAC) Sessions, Department of Education or private institution-organized research colloquiums. Furthermore, the study will then be published in peer-reviewed journals and presented at international conferences for maximum information dissemination. These will ensure the maximum dissemination of the study's findings and contribution to the body of knowledge.

METHODS

Research Design

The study used a mixed methods design, especially the explanatory sequential design, which contains the collection and analysis of quantitative data to be followed by an analysis of qualitative data. This design will help further explain the progress of findings from the quantitative data. On the same line of argument, Toyon (2021) pointed out that the sequential explanatory design is a powerful tool in mixed methods research, as it helps researchers to use the strengths of both quantitative and qualitative methods to yield a more comprehensive understanding of the research problem. He further said that quantitative data offer a high-tier understanding of the research problem, while qualitative data provide a further understanding of the causes and mechanisms.

Described by Pardede (2019), a sequential explanatory design as a mixed methods approach where quantitative data is collected and analyzed first, followed by the collection and analysis of qualitative data. This design is generally recommended when there is a necessity to explain the quantitative findings by getting more detailed qualitative data. The other benefit of explanatory sequential design has to be the ability of researchers to gather more in-depth and comprehensive knowledge about a research problem.

The quantitative phase of this study pursues a descriptive comparative analysis. As Siedlecki (2020) described, this type of design describes and compares two or more groups on one or more variables. The descriptive comparative analysis is a non-experimental design in which the researcher does not manipulate any of the variables. Instead, the researcher simply observes and measures the variables as they occur naturally. The transformational leadership, school culture, and organizational commitment of the senior high school teachers were analyzed according to age, sex, school type, and educational attainment.

On the other hand, the qualitative strand will use phenomenology to describe the subtleties of the quantitative strand, based on experiences articulated by the informants. Käufer and Chemero (2021) defined phenomenology as a qualitative research approach that tries to comprehend and characterize the lived experiences of individuals. Its goal is to capture the essence of a phenomenon or the shared meaning that people have of a certain experience. Thematic analysis of the qualitative phase elaborates on the results obtained from the previous phase in light of the experiences, understanding, and

opinions of participants. Additionally, the results of the quantitative strand will be compared to the qualitative themes to see how the qualitative data supports and explains the nuances of the quantitative findings.

This method was the best fit since the researcher intended to explain and follow up the quantitative results with qualitative data to find out the significant differences in transformational leadership, school culture, and organizational commitment when analyzed according to age, sex, school type, and educational attainment.

Research Locale

The present study was conducted in senior high schools, both public and private, across Region XI, also known as Davao Region. Furthermore, the Davao Region is located in the southeastern part of Mindanao and consists of five provinces: Davao de Oro, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. In addition, the region has six cities: Davao City, Mati City, Panabo City, Samal City, and Tagum City. The Davao Region has a total land area of 20,357 square kilometers (NEDA, 2020).

Meanwhile, the Department of Education XI, also known as DepEd XI, has eleven divisions based on its cities and provinces: Davao del Sur, Davao Occidental, Davao City, Davao del Norte, Davao de Oro, Island Garden City of Samal, Davao Oriental, Tagum City, Panabo City, and Mati City.

Research Respondents and Sampling

The participants of the study were senior high school teachers in public and private schools within the Davao region who have taught for at least one school year. The following are the inclusion and exclusion criteria of the study participants: First, he/she must be currently employed as a full-time senior high school teacher in a public or private school in the region. Next, he/she must be teaching in the school for at least one full school year. Finally, he/she must agree to become a participant in the study.

The respondents of this study for the quantitative strand are 345 senior high school teachers identified to be residing in Region XI. Out of a total population of 3,365 senior high school teachers, the researcher determined a sample size of 345 using the Raosoft Calculator, with a 5% margin of error. This sample size was selected to ensure representative participation in this phase of the study. In addition, stratified random sampling was used in this study to allow

every senior high school teacher in the region to be chosen and have an equal right to be selected in the sample. This was done by first identifying the total number of senior high school teachers per division and then randomly selecting teachers from each division ensuring that each school has at least one representative. Using this sampling technique, 33 senior high school teachers were picked from the Davao City and Tagum City divisions because these two are the largest divisions in the region. Meanwhile, each of the other nine divisions was represented by 31 senior high school teachers.

Moreover, to be included in the quantitative phase, the participant must meet all of the following criteria. First, he/she must be currently employed as a full-time senior high school teacher in a public or private school in the region. Next, he/she must be teaching in the school for at least one full school year. Finally, he/she must agree to become a participant in the study.

Meanwhile, the exclusion criteria for the quantitative phase include (a) senior high school teachers who are only working part-time, particularly in the case of private schools, (b) senior high school teachers who are newly hired with less than one year of tenure, and (c) participants who declined to take part due to medical, scheduling, personal, or any other reasons. These criteria ensured that only those who have enough working experience and have already established an idea of organizational commitment were chosen for the study.

In the qualitative phase, there were 17 participants who took part in the study. The researcher invited ten participants for in-depth interviews (IDIs) and an additional seven individuals for the focus group discussion (FGD). Furthermore, it was observed that those who participate in the IDIs will not be participating in the FGD, leading to the inclusion of a new set of participants for the FGD. The findings were used to establish emerging themes that helped explain the results in the quantitative part of the study.

The qualitative phase requires purposive sampling since it is best used in selecting participants who represent diverse backgrounds, experiences, and perspectives. Campbell et al. (2020) justified the use of such a sampling technique centered on the selection of knowledgeable and experienced participants in the phenomenon under investigation. Purposive sampling is the process of selecting the subjects of interest for a qualitative study; it involves choosing individuals or groups most likely to provide illuminative information regarding the phenomenon of interest. Indeed, a crucial goal of the process is the

illumination of the ultimate purpose of qualitative research in the complexity of phenomena, which can be achieved only with data from people with direct, relevant experiences (Obilor, 2023).

The participants for the qualitative phase were chosen based on the following criteria: (a) a full-time senior high school teacher in Region XI who has (b) at least one year of experience in teaching, (c) agrees to participate, and must be in the top 30 highest mean scores in the quantitative phase. Meanwhile, teachers who agreed but were part-time and newly hired, including those who disagreed, were disqualified in the quantitative phase just to ensure that only the most experienced teachers were selected to be included in the sample.

Research Instruments

In this study, the researcher used three sets of questionnaires to gather data from the respondents. These surveys were adapted and changed as needed to make sure they were appropriate for the study setting. All three questionnaires underwent pilot testing and validation. The four experts validated the questionnaires and received an overall rating of five which indicates excellent. The goal of this thorough preparation is to improve the caliber and efficiency of the research's data collection tools.

Data Collection

The researcher of this study first sought permission from the Graduate School Dean of the University of the Immaculate Conception (UIC) to conduct the study. The researcher also obtained ethical clearance from the UIC Research Ethics Committee (REC). After this, the endorsement letter from the Dean was formally forwarded to the Department of Education - Region XI's Regional Director for permission and approval to conduct the study. Additionally, the researcher sought permission from the Schools Division Superintendents to conduct the study in the respective schools under their division and to administer the validated questionnaires. Finally, the researcher discussed the permission request and approval with the school principals of secondary schools in every division in Region XI to determine specific dates to conduct and gather the data without disrupting the teaching duties of the senior high school teachers. Once permission was granted, the researcher was allowed to distribute the validated survey questionnaires to the target respondents.

Data Analysis

Statistical tools used in the analysis of the findings from the survey.

Such tools include the mean, standard deviation, Pearson r, and multiple regression. The mean was used to describe the levels of transformational leadership, school culture, and organizational commitment. On the other hand, the standard deviation was used to establish the extent of variance in the responses amongst the sample population in the survey about the levels of transformational leadership, school culture, and organizational commitment. Pearson r was used to identify the significant relationship between transformational leadership and organizational commitment and school culture and organizational commitment. Lastly, the multiple regression analysis was used to determine the influence of transformational leadership and school culture on organizational commitment.

Thematic analysis is set to interpret collected data. Thematic analysis enabled the research to represent the data and thereafter develop the themes through the selected codes. Thematic analysis helps to bring meaning to the data through the identification of patterns that are coherent with the objectives of the study.

Ethical Statement

This study has aligned with the University of the Immaculate Conception Research Ethics Committee (UIC-REC) standards and procedures. The researcher’s qualifications were ensured in collaboration with the adviser and the panel members, with access to the institution's library resources. All respondents provided informed consent, indicating that they understood the study's purpose, the procedures, and their right to withdraw at any time. Privacy and confidentiality were ensured through identity anonymization, while data collection was highly secured.

RESULTS

This section presents the findings of this study. The data are presented in a descriptive and popular manner.

Status of Transformational Leadership

Table 1.1

Status of Transformational Leadership

	Mean	SD	Description
Moral Modeling			

1. following the rules, avoiding corruption and self-serving behavior.	4.53	0.78	Very High
2. working hard before enjoyment.	4.55	0.73	Very High
3. trying their best at work regardless of personal interest.	4.52	0.76	Very High
4. going beyond self-interest for the good of the school.	4.53	0.73	Very High
5. putting their own benefits after the school's benefits	4.12	1.05	High
6. never taking the achievements of other people as my own.	4.45	0.85	Very High
7. sharing achievements and sorrows in the work with their subordinates.	4.35	0.85	Very High
8. treating their colleagues with fairness and respect.	4.45	0.87	Very High
Category Mean	4.44	0.68	Very High

Charisma

1. allowing their subordinates to know the prospects of the school	4.45	0.79	Very High
2. letting the faculty and staff understand the management philosophy, visions and missions of the school	4.52	0.71	Very High
3. explaining the long-term meaning of the work to employees	4.46	0.75	Very High
4. depicting a vivid future for the employees	4.37	0.85	Very High
5. setting goals and directions for the employees	4.45	0.82	Very High
6. analyzing often the impact of their effort on the goals of	4.40	0.82	Very High

the department/unit with staff.			
Category Mean	4.44	0.71	Very High
Articulate Vision			
1. considering the real conditions of employees when contacting them	4.32	0.93	Very High
2. willing to help employees solve difficulties in their lives and families	4.28	0.97	Very High
3. communicating with employees to know about their work, life, and family	4.24	0.95	Very High
4. being patient in instructing employees, and answering their questions	4.33	0.89	Very High
5. caring for employees' work, life, and family, and give pieces of advice for their development	4.33	0.91	Very High
6. trying their best to help and facilitate the employees to develop their strengths	4.39	0.83	Very High
Category Mean	4.31	0.83	Very High
Individualized Consideration			
1. being competent in operations	4.51	0.76	Very High
2. being open-minded and innovative	4.42	0.85	Very High
3. loving their work, with strong enterprise and gumption	4.53	0.73	Very High
4. showing high commitment to their work, keeps high levels of passion	4.52	0.74	Very High
5. keeping learning for self-enhancement	4.48	0.78	Very High

6. never hesitating to take action when dealing with tough problems	4.44	0.89	Very High
Category Mean	4.48	0.72	Very High
Overall Mean	4.42	0.68	Very High

The data presented in Table 1.1 shows the level of transformational leadership of the school principals as revealed by the senior high school teachers. The data show an overall mean score of 4.42, indicating that transformational leadership is always evident. This implies that the school leaders of the senior high school teachers involved in the study consistently displayed the capacity to empower their subordinates to accomplish positive results. Furthermore, the standard deviation of 0.68 indicates a relatively minuscule dispersion of responses, implying a substantial consensus among the senior high school teachers.

Table 1.2
Status of School Culture

Indicators	Mean	SD	Description
Collaborative Leadership			
1. valuing teachers’ ideas.	4.57	0.68	Very High
2. trusting the professional judgments of teachers.	4.50	0.68	Very High
3. providing a clear sense of direction for teachers.	4.58	0.60	Very High
4. taking time to observe each other teaching.	4.44	0.68	Very High
5. facilitating teachers working together.	4.50	0.66	Very High
6. keeping informed on current issues in the school.	4.41	0.73	Very High
7. taking seriously their involvement in policy or decision-making	4.26	0.79	Very High
8. rewarding for experimenting with new ideas and techniques	4.18	0.82	High

9. supporting risk-taking and innovation in teaching.	4.42	0.76	Very High
10. protecting instruction and planning time.	4.34	0.75	Very High
11. encouraging shared ideas.	4.46	0.73	Very High
Category Mean	4.42	0.56	Very High
Teacher Collaboration			
1. having opportunities for dialogue and planning across grades and subjects.	4.46	0.65	Very High
2. spending considerable time planning together.	4.40	0.69	Very High
3. valuing professional development.	4.76	0.47	Very High
4. being aware of what other teachers are teaching.	4.49	0.63	Very High
5. working together with other teachers to develop and evaluate programs and projects.	4.55	0.62	Very High
6. voicing openly and discussing teaching practice disagreements.	4.41	0.73	Very High
Category Mean	4.51	0.50	Very High
Unity of Purpose			
1. supporting the mission of the school.	4.76	0.48	Very High
2. trusting teachers' professional judgments.	4.54	0.62	Very High
3. understanding the mission of the school.	4.74	0.48	Very High
4. reflecting the school's mission statement to the values of the community.	4.68	0.54	Very High
5. performance reflecting the mission of the school.	4.66	0.54	Very High
Category Mean	4.67	0.43	Very High
Professional Development			

1. utilizing professional networks to obtain information and resources for classroom instruction.	4.63	0.53	Very High
2. seeking ideas from seminars, colleagues, and conferences regularly.	4.61	0.59	Very High
3. willing to help out whenever there is a problem.	4.64	0.57	Very High
4. maintaining a current knowledge base about the learning process.	4.63	0.53	Very High
5. valuing school improvement.	4.77	0.47	Very High
Category Mean	4.66	0.44	Very High
Collegial Support			
1. trusting other teachers.	4.44	0.68	Very High
2. taking time to praise teachers who perform well	4.46	0.69	Very High
3. valuing ideas of other teachers.	4.43	0.69	Very High
4. working cooperatively in groups.	4.59	0.58	Very High
Category Mean	4.48	0.54	Very High
Learning Partnership			
1. having common expectations for student performance.	4.45	0.70	Very High
2. being involved in the decision-making process.	4.51	0.64	Very High
3. communicating frequently about student performance.	4.48	0.71	Very High
4. accepting responsibility for their schooling, for example, They engage mentally in class and complete homework assignments.	4.46	0.69	Very High
Category Mean	4.48	0.56	Very High
Overall Mean	4.52	0.42	Very High

The data presented in Table 1.2 illustrates the level of school culture based on the responses of the senior high school teachers. The data show an overall mean score of 4.52, indicating that the school culture is always manifested. This suggests that the senior high school teachers truly adhere to the shared values, beliefs, norms, and traditions of the school that they belong to. In addition, the standard deviation of 0.42 shows an extremely low dispersion of responses, which indicates that the respondents often shared a consensus belief in their answers.

Status of Organizational Commitment

Table 1.3
Status of Organizational Commitment

Indicators	Mean	SD	Description
Affective Commitment			
1. being affected by our school’s morale	4.57	0.57	Very High
2. being influenced by the school’s wins	4.56	0.61	Very High
3. being proud of their school	4.67	0.55	Very High
4. feeling like an essential part of the school	4.49	0.66	Very High
5. talking about their school with people outside of it with enjoyment	4.42	0.71	Very High
6. being attached to their school	4.33	0.75	Very High
7. getting critical when other people speak negatively about their school	4.28	0.82	Very High
8. feeling a strong sense of belongingness with their school.	4.43	0.73	Very High
Category Mean	4.47	0.54	Very High
Continuance Commitment			
1. believing that it would be tough to quit school even if they wanted to.	4.24	0.81	Very High

2. believing that staying in school is more of a necessity than a desire.	4.19	0.88	High
3. believing that the opportunities given by the school are worth waiting for.	4.29	0.81	Very High
4. believing that the negative consequences of leaving are higher, so they stay.	4.03	1.01	High
5. believing that there are consequences if they leave the school suddenly.	4.17	0.94	High
6. feeling their career will be disrupted if they quit teaching in their school.	4.00	1.06	High
7. believing that the administrative support of the school prevents them from leaving.	3.99	1.03	Very High
8. believing that the financial incentives of the school prevent them from going.	3.91	1.14	Very High
Category Mean	4.10	0.77	High
Normative Commitment			
1. seeing themselves contributing to their school and its students.	4.53	0.64	Very High
2. believing that their coworkers ought to support the school even more.	4.47	0.63	Very High
3. believing that leaving may seem disloyal of them.	3.95	1.09	High
4. feeling obligated to participate in school events since they have friends there.	3.90	1.07	High
5. believing that there is value in remaining loyal to the school.	4.37	0.75	Very High

6. believing that staying dedicated to the school is sensible in this condition.	4.33	0.76	Very High
7. believing that their students highly influence them to stay in the school.	4.24	0.80	Very High
8. believing that their administrator highly influenced them to stay.	4.01	1.03	High
Category Mean	4.23	0.67	Very High
Total Mean	4.27	0.60	Very High

The data shown in Table 1.3 illustrates the level of organizational commitment of the senior high school teachers. The results reveal an overall mean score of 4.27, indicating that organizational commitment is always observed. This result indicates that the senior high school teachers are deeply committed and contribute to their school's success. Moreover, the standard deviation of 0.60 reveals an extremely low dispersion of responses, indicating that respondents are highly similar.

Table 2
Significance of the Relationship of Transformational Leadership and School Culture to Organizational Commitment

Variables Paired	r	p	Remarks
Transformational Leadership vs Organizational Commitment	.194	.000	Significant
School Culture vs Organizational Commitment	.546	.000	Significant

The findings shown in Table 2 reveal a significant relationship between transformational leadership and organizational commitment since the p-value is 0.000, which is below the significance level of 0.05. This indicates that the school principals’ transformational leadership significantly correlates with the level of organizational commitment of the teachers.

However, the correlation coefficient (r) of .194 indicates a weak positive relationship. This means that as transformational leadership increases, there is a slight tendency for organizational commitment to increase as well.

Moreover, there is a significant relationship between school culture and organizational commitment, with a p-value of 0.000, which is below the significance level of 0.05. This implies that school culture significantly correlates with their level of organizational commitment. In addition, the correlation coefficient of .546 indicates a moderate to strong positive relationship. This suggests that as the quality or strength of school culture improves, organizational commitment tends to increase more strongly.

Significance of the Influence of Transformational Leadership and School Culture on Organizational Commitment

Table 3
Significance of the Influence of Transformational Leadership and School Culture to Organizational Commitment

Organizational Commitment	Standardized Coefficients Beta	t	p-value	Remarks
School Culture	.534	11.301	.000	Significant
Transformational Leadership	.042	.899	.369	Not Significant

Presented in Table 3 are the results of the multiple regression analysis. Based on the individual capacity of the domain school culture, the findings reveal that school culture significantly influences organizational commitment, as seen in the p-value, which is less than .05, and a standardized beta coefficient of .534. This indicates that for every unit increase in the school culture, organizational commitment increases by .534. This implies that the school culture poses a substantial influence on teachers' organizational commitment.

In addition, transformational leadership does not significantly influence organizational commitment as seen in the p-value which is greater than .05. Meanwhile, as a whole, the R-square value is reported at .299, indicating that

only 29.9 percent in the variability of organizational commitment can be explained by the combined influence of the predictors: transformational leadership and school culture. Relatively 70.1 percent of the variation in organizational commitment can be attributed to other factors or independent variables that are not included in this study.

Table 4
Standpoints of the Participants on the Salient Points in the Quantitative Results

Level	Essential Themes	Typical Reasons
TRANSFORMATIONAL LEADERSHIP		
<i>Moral Modeling</i> Working hard before enjoyment. Mean: 4.55 SD:0.73	Confirmed very high rating	Demonstrates dedication to his job. Demonstrates integrity and fairness. Rewards teachers after school activity or task completed.
<i>Charisma</i> Letting the faculty and staff understand the management philosophy, visions and missions of the school. Mean: 4.52 SD:0.71	Confirmed very high rating	Empowers the faculty. Actively listens to the faculty and other stakeholders. Reminds the faculty about the direction of the school. Conducts monthly meeting.

<i>Articulate Vision</i> Trying their best to help and facilitate the employees to develop their strengths. Mean: 4.39 SD: 0.83	Confirmed very high rating	Allows teachers to join and participates in trainings. Aligns task assignment to faculty strength. Encourages teachers to pursue graduate and post graduate study. Provides constructive feedback.
<i>Individualized Consideration</i> Loving their work, with strong enterprise and gumption. Mean: 4.53 SD: 0.73	Confirmed very high rating	Prioritizes faculty and students interest. Takes part in all school activities. Spearheads activities at school.

SCHOOL CULTURE

<i>Collaborative Leadership</i> Providing a clear sense of direction for teachers. Mean: 4.58 SD: 0.60	Confirmed very high rating	The School Head delegates task to teachers. The School Head guides teachers in the completion of task. The School Head helps teachers understand the school vision.
<i>Teacher Collaboration</i> Valuing professional development. Mean: 4.76 SD: 0.47	Confirmed very high rating	Teachers seek constructive feedback.

		Teachers re-echo the learnings in the training attended. Regularly attends LAC sessions.
<i>Unity of Purpose</i> Supporting the mission of the school. Mean: 4.76 SD: 0.48	Confirmed very high rating	Follows school policies. Teachers collaborating to address school issue. Teachers participate in school activities. Teachers supports school initiatives.
<i>Professional Development</i> Valuing school improvement Mean: 4.77 SD: 0.47	Confirmed very high rating	Teachers pursuing professional growth. Teachers supports the initiatives of the school. Teachers value feedback from colleagues.
<i>Collegial Support</i> Working cooperatively with groups. Mean: 4.59 SD: 0.58	Confirmed very high rating	Teachers setting aside personal issues to finish a task. Teachers work together to implement school activities. Teachers sharing resources to accomplish task.

<i>Leading Partnership</i> Teachers and parents communicating frequently about student performance. Mean: 4.48 SD: 0.71	Confirmed very high rating	Regular PTA meetings. Teachers communicate to parents using the GC. Teachers provide regular updates on student performance to parents.
--	----------------------------	---

ORGANIZATIONAL COMMITMENT

<i>Affective Commitment</i> Being proud of their school. Mean: 4.67 SD:0.55	Confirmed very high rating	Teachers showcase student achievement. Teachers speak positive about the school. Teachers invest extra time at school.
--	----------------------------	--

<i>Continuance Commitment</i> Believing that the opportunities given by the school are worth waiting for. Mean: 4.29 SD: 0.81	Confirmed very high rating	Teachers doing their best in every task. Teachers willingly accept task. Teachers remain dedicated in teaching despite the challenge.
--	----------------------------	---

<i>Normative Commitment</i> Seeing themselves contributing to their school and its students. Mean: 4.53 SD: 0.64	Confirmed very high rating	Teachers desire to be innovative in teaching. Teachers treat their students as own children. Teachers mentor their colleagues.
---	----------------------------	--

Combined Influence of Transformational	Confirmed combined	Teachers doing their best in every task.
---	--------------------	--

Leadership and School Culture on Organizational Commitment R=.547, R-square=.299, p<.05	significant influence of two independent variables to organizational commitment	Teachers willingly accept task. Teachers setting aside personal issues to finish a task. Teachers work together to implement school activities. Teachers sharing resources to accomplish task.
---	---	---

Shown in Table 4 are the participants’ standpoints with regard to the quantitative results on transformational leadership, school culture, organizational commitment and combined influence of transformational leadership and school culture on organizational commitment. This is possible with the corresponding details, which point out the variables and the typical reasons for each essential theme.

Joint Display of Quantitative and Qualitative Results

Table 5
Joint Quantitative and Qualitative Results

Research Area	Quantitative Results	Qualitative Results	Nature of Integration
Transformational Leadership	<i>Moral Modeling</i> Working hard before enjoyment. Mean: 4.55 SD:0.73	Participants confirmed transformational leadership is always evident. Based on the IDI and FGD, it could be gathered that the general	Connecting-Confirmation

		assertions confirm the very high rating. (Refer to Table 4)	
	<i>Charisma</i> Letting the faculty and staff understand the management philosophy, visions and missions of the school. Mean: 4.52 SD:0.71	Participants confirmed transformational leadership is always evident. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. (Refer to Table 4)	Connecting-Confirmation
	<i>Articulate Vision</i> Trying their best to help and facilitate the employees to develop their strengths. Mean: 4.39 SD: 0.83	Participants confirmed transformational leadership is always evident. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. (Refer to Table 4)	Connecting-Confirmation
	<i>Individualized Consideration</i> Loving their work, with strong enterprise and gumption. Mean: 4.53 SD: 0.73	Participants confirmed transformational leadership is always evident. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. (Refer to Table 4)	Connecting-Confirmation
School Culture	<i>Collaborative Leadership</i>	Participants confirmed school culture is always	Connecting-Confirmation

	Providing a clear sense of direction for teachers. Mean: 4.58 SD: 0.60	manifested. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. (Refer to Table 4)	
	<i>Teacher Collaboration</i> Valuing professional development. Mean: 4.76 SD: 0.47	Participants confirmed school culture is always manifested. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. (Refer to Table 4)	Connecting-Confirmation
	<i>Unity of Purpose</i> Supporting the mission of the school. Mean: 4.76 SD: 0.48	Participants confirmed school culture is always manifested. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. (Refer to Table 4)	Connecting-Confirmation
	<i>Professional Development</i> Valuing school improvement Mean: 4.77 SD: 0.47	Participants confirmed school culture is always manifested. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. (Refer to Table 4)	Connecting-Confirmation
	<i>Learning Partnership</i>	Participants confirmed school	Connecting-Confirmation

	Teachers and parents communicating frequently about student performance. Mean: 4.48 SD: 0.71	culture is always manifested. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. (Refer to Table 4)	
Organizational Commitment	<i>Affective Commitment</i> Being proud of their school. Mean: 4.67 SD:0.55	Participants confirmed organizational commitment is always observed. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. (Refer to Table 4)	Connecting-Confirmation
	<i>Continuance Commitment</i> Believing that the opportunities given by the school are worth waiting for. Mean: 4.29 SD: 0.81	Participants confirmed organizational commitment is always observed. Based on the IDI and FGD, it could be gathered that the general assertions confirm the very high rating. (Refer to Table 4)	Connecting-Confirmation
	<i>Normative Commitment</i> Seeing themselves contributing to their school and its students.	Participants confirmed organizational commitment is always observed. Based on the IDI and FGD, it could be	Connecting-Confirmation

	Mean: 4.53 SD: 0.64	gathered that the general assertions confirm the very high rating. (Refer to Table 4)	
Combined Influence of Transformational Leadership and school culture on Organizational Commitment	R=.547 R-square=.299 p<.05	Participants confirmed the result. Based on the IDI and FGD, it could be gathered that the general assertions that classroom learning environment influence performance assessment attitude. (Refer to Table 4)	Connecting-E xpansion

The joint results of the quantitative and qualitative strands for all three indicators, namely transformational leadership, school culture, and organizational commitment, are shown in Table 5. Also presented is the nature of integration for each indicator.

The joint results of the quantitative and qualitative strands for all three indicators, namely transformational leadership, school culture, and organizational commitment, are shown in Table 5. Also presented is the nature of integration for each indicator.

For transformational leadership, the quantitative results for moral modeling working hard before enjoyment with a very high mean of 4.55; for charisma letting the faculty and staff understand the management philosophy, visions and missions of the school with a very high mean of 4.52; articulate vision in trying their best to help and facilitate the employees to develop their strengths with a very high mean of 4.39 and individualized consideration for loving their work, with strong enterprise and gumption with a very high mean of 4.53.

This is then confirmed by the results of the IDI and FGD which show that the transformational leadership of the school leaders is always evident as revealed in Table 4. Hence, the nature of integration for the two strands is connecting-confirmation. This implies that the very high mean score for transformational leadership among school leaders is not just observed but also reflected in the experiences and statements shared by the participants.

Meanwhile, for the school culture, the quantitative results revealed a very high level in all indicators. For collaborative leadership, providing a clear sense of direction for teachers with a mean of 4.58; teacher collaboration, valuing professional development with a mean of 4.76; unity of purpose, supporting the mission of the school with a mean of 4.76; professional development, valuing school improvement with a mean of 4.77; learning partnership, teachers and parents communicating frequently about student performance with a mean of 4.48. Based on the results of the series of IDI and FGD conducted participants confirmed this finding and indicated that school culture is always manifested as shown in table 4. Additionally, the nature of integration for the two strands under school culture is connecting-confirmation. This implies that the very high level of school culture reported by the quantitative results is also established and supported by the interview responses of the senior high school teachers.

On the other hand, the quantitative results for organizational commitment for affective commitment, being proud of their school denotes a very high mean of 4.67; and normative commitment, seeing themselves contributing to their school and its students with a very high mean of 4.53. Following the qualitative strand, the results reveal that the organizational commitment of the participants is always evident, as shown in table 4, therefore confirming the findings of the quantitative strand. Furthermore, this shows that the nature of integration for the two strands of organizational commitment is connecting-confirmation. This implies that the very high level of organizational commitment is not only observed but also reflected in the responses shared by the senior high school teachers.

Further, the combined influence of transformational leadership and school culture on organizational commitment with an R-square value of .299 and p-value of <.05. The IDI and FGD responses showed that teachers feel that the leadership of the school leader influences their commitment. This denotes that the integration is connecting-expansion since the quantitative results speaks of

the combined influence while the qualitative findings explains the nature of the combined influence of transformational leadership and school culture on organizational commitment.

CONCLUSION

The level of transformational leadership of the school principals was rated very high. This means that transformational leadership is always evident. This suggests that the senior high school leaders consistently empowered their teachers, creating an environment where educators felt supported and were afforded opportunities to achieve positive outcomes for their students and the teaching-learning process. Additionally, this indicates that the school leaders exemplified moral modeling and charisma. They were also able to clearly articulate their vision and showed individualized consideration for their teachers.

The level of school culture was rated very high. This means that school culture is always manifested. This strong sense of shared values, beliefs, norms, and traditions manifests a sense of community and belonging among the senior high school teachers, further enhancing the positive school environment. The teachers also consistently shared their support for the mission of the school and highlighted that they value school improvement. Furthermore, the teachers also actively collaborated with the administration and their peers to help achieve the school's vision and goals. The teachers were also consistently involved in professional development and learning partnership initiatives.

Lastly, the level of organizational commitment was rated very high. This means that organizational commitment of the senior high school teachers is always observed. This signifies that these educators are profoundly dedicated and actively working towards the success and achievement of the goals of their schools. Their unwavering commitment fosters a sense of collective responsibility, where each teacher's contributions, no matter how small, are valued as integral to the school's overall progress and triumphs. Specifically, they see themselves contributing to their school and its students. Additionally, the teachers indicated that they are proud of their school and believe that the opportunities given by the school are worth waiting for.

There is a significant relationship between transformational leadership and organizational commitment. Similarly, there is also a significant relationship between the school culture and the teachers' organizational commitment. This means that both independent variables have a positive correlation with the

willingness of the teachers to commit to their schools.

On the other hand, transformational leadership does not significantly influence organizational commitment. However, school culture was found to significantly influence organizational commitment. This means that while a transformative school leader can certainly play a role, the overall school culture has a more substantial influence on how committed the teachers feel towards the school.

From the standpoints, the qualitative findings confirmed the very high scores for transformational leadership, school culture, and organizational commitment. This resulted in the nature of data integration for transformational leadership, school culture, and organizational commitment is connecting-confirmation. More so, the nature of data integration of the combined influence of transformational leadership and school culture on organizational commitment is connecting expansion. This finding means that other factors may still be considered that are not included in the study that influences teachers organizational commitment.

REFERENCES

- Al-Habsi, M. S. H., & Alazri, S. N. S. (2023). *The reality of teaching practices that contributes to the development of linguistic intelligence among students of basic education (5–10) from the point of view of Arabic language teachers in the Sultanate of Oman*. *International Journal of Educational and Psychological Studies*, 12(1), 35–53. <https://doi.org/10.31559/EPS2023.12.1.3>
- Al-Habsi, R., & Al-Dhuhli, R. (2023). *The mediating role of job satisfaction in the relationship between organizational culture and job commitment among employees in the Ministry of Education in the Sultanate of Oman*. *Technium Social Sciences Journal*, 51, 34–68. <https://doi.org/10.47577/tssj.v51i1.10036>
- Al-Habsi, T., Al-Busaidi, S., & Al-Issa, A. (2021). *Integrating technology in English language teaching through a community of practice in the Sultanate of Oman: Implications for policy implementation*. *Educational Research for Policy and Practice*, 21(1), 43–68. <https://doi.org/10.1007/s10671-021-09291-z>
- Al-Kamyani, S. S., & Al Habsi, R. S. (2023). *The instructional leadership of post-basic education school principals and its relationship to the professional performance of teachers in the Sultanate of Oman*.

- Tasnim International Journal for Human, Social and Legal Sciences*, 2(3), 189–224. <https://doi.org/10.56924/tasnim.6.2023/11>
- Aragasi, N. A., & Pangandaman, H. K. (2021). *Coping style, anxiety level, organizational support, and work commitment of educators during the COVID-19 pandemic in the Philippines: A mixed-methods study. Belitung Nursing Journal*, 7(4), 267–276. <https://doi.org/10.33546/bnj.1393>
- Baloran, E. T., & Hernan, J. T. (2020). *Crisis self-efficacy and work commitment of education workers among public schools during COVID-19 pandemic. Preprints*. <https://doi.org/10.20944/preprints202007.0599.v1>
- Bancoro, J. C. M. (2023). *The impact of organizational commitment on the job satisfaction of college teachers in the College of Business Administration of Negros Oriental State University. East Asian Journal of Multidisciplinary Research*, 2(4), 1399–1414. <https://doi.org/10.55927/eajmr.v2i4.3715>
- Bogler, R., & Berkovich, I. (2020). *A systematic review of empirical evidence on teachers' organizational commitment 1994–2018. Leadership and Policy in Schools*, 21(3), 440–457. <https://doi.org/10.1080/15700763.2020.1774783>
- Berkovich, I., & Bogler, R. (2021). *Conceptualising the mediating paths linking effective school leadership to teachers' organisational commitment. Educational Management Administration & Leadership*, 49(3), 410–429. <https://doi.org/10.1177/1741143220907321>
- Ibrahim, A., & Aljneibi, F. (2022). *The influence of personal and work-related factors on teachers' commitment during educational change: A study on UAE public schools. Heliyon*, 8(11), e11333. <https://doi.org/10.1016/j.heliyon.2022.e11333>
- Jetti, E. R., Ahmed Al-Fraji, G., Al-Habsi, O. K., & Al-Rusheidi, Z. S. (2023). *A study on blended learning environment – Students perspective. Shanlax International Journal of Management*, 10(3), 79–87. <https://doi.org/10.34293/management.v10i3.5078>
- Ma, Y. (2022). *Role of communication strategies in organizational commitment, mediating role of faculty engagement: Evidence from English language teachers. Frontiers in Psychology*, 13, 921797. <https://doi.org/10.3389/fpsyg.2022.921797>
- Obilor, E. I. (2023). *Convenience and purposive sampling techniques: Are they the same? International Journal of Innovative Social & Science Education Research*, 11(1), 1–7.

- Palta, A. (2019). *Examination of teachers' perceptions about servant leadership and organizational commitment. International Education Studies*, 12(4), 36–46. <https://doi.org/10.5539/ies.v12n4p36>
- Pardede, P. (2019). *Pre-service EFL teachers' perception of blended learning. Journal of English Teaching*, 5(1), 1–14.
- Siedlecki, S. L. (2020). *Understanding descriptive research designs and methods. Clinical Nurse Specialist*, 34(1), 8–12. <https://doi.org/10.1097/NUR.0000000000000493>
- Sokal, L., Trudel, L. E., & Babb, J. (2021). *Canadian teachers' attitudes toward change, efficacy, and burnout during the COVID-19 pandemic. International Journal of Educational Research Open*, 2, 100016. <https://doi.org/10.1016/j.ijedro.2020.100016>
- Sultan, N. (2017). *Synchronous and asynchronous e-learning. International Journal of Humanities and Social Science Research*, 7(2), 1–6.
- Toyon, M. A. S. (2021). *Explanatory sequential design of mixed methods research: Phases and challenges. International Journal of Research in Business and Social Science*, 10(5), 253–260. <https://doi.org/10.20525/ijrbs.v10i5.1262>
- Virgana, V., Riyanto, B., & Setiawan, B. (2022). *The effect of organizational commitment and work motivation on teacher performance. International Journal of Social and Management Studies*, 3(2), 1–10.
- Yandi, A., & Havidz, H. B. H. (2022). *Employee performance model: Work engagement through job satisfaction and organizational commitment. Dinasti International Journal of Management Science*, 3(3), 547–565. <https://doi.org/10.31933/dijms.v3i3>
- Zhang, W. (2022). *Research on online teaching strategies under the background of educational informatization. Advances in Social Science, Education and Humanities Research*, 664, 145–149.