

Leadership of School Heads and Organizational Commitment as Determinants of Teacher Performance in Private Elementary Schools in Davao City

Charinah Neah M. Vale-Claros¹, Rinante L. Genuba²

¹Student, Master of Arts in Education-Educational Management, University of Mindanao

²Professor, Professional School, University of Mindanao

ABSTRACT

This study was proposed to determine the multiple regression model of the teacher's performance as influenced by the leadership of school heads and the organizational commitment of private teachers. This study incorporates a non-experimental quantitative research design. A total of 325 private school teachers in Davao City were surveyed. The collected data using adapted survey questionnaires were analyzed using mean, Pearson, product-moment correlation coefficient, and regression. The study's findings revealed that the leadership level of school heads, organizational commitment, and teacher performance were very high. Also, there was a significant correlation between the leadership of school heads and teachers' performance and organizational commitment, and teachers' performance in all the measures was less than the significant alpha value. Further, the result shows a significant influence of the two independent variables, namely leadership of school heads and organizational commitment towards the dependent variable, teacher's performance. This study contributes to policy makers, school heads, and educators being capable and equipped with the appropriate skills to cultivate children.

Keywords: Educational Management, Private Teachers, Leadership of School Heads, Organizational Commitment SGD Indicator #4 Inclusive and equitable quality education

INTRODUCTION

The quality of the teacher's performance impacts the quality of education. Thus, having the best educators in producing quality lifelong learning is vital. The problems of teaching in the twenty-first century are numerous, and the teacher's performance is a crucial discussion in teaching. Gusriani, Komardi & Panjaitan (2022) found that teacher performance decreased in 2020 on average by 73.6 percent, then in 2021, 70.3 percent of teachers who develop, carry out, and review lesson plans according to the data gathered from a pre-survey of teacher performance assessment at Masmur Vocational High School Pekanbaru. The decreased teacher's performance rating will affect the school's goals in light of these circumstances. Based on teacher performance and job satisfaction, many influencing components exist, including effective leadership styles, teacher commitment, and job enthusiasm (Fadhli, Komardi & Putra, 2022). However, this study will examine teachers' performance, influenced by the leadership of school heads and organizational commitment.

Teacher performance is crucial in developing education; teachers are often viewed as the main stakeholders in the field of education (Abdallah & Alkaabi, 2023) and are essential in achieving an outstanding educational standard (Maulidah, Baharun, Hefniy, Tohet & Zaini, 2023). Teacher performance is very important when it comes to executing the curriculum, offering quality education, and building relationships with the learners.(Ahsraf & Ahmed, 2022). Thus, it is impacted by different kinds of leadership, organizational, and interpersonal factors (Shohib, Suhariadi & Agustina, 2024).

A growing body of literature examines the leadership of school heads and organizational commitment as determinants of teacher performance. It has been acknowledged that two main factors impacting the caliber of education are principal leadership and teacher performance (Li, Jiao, Liu, & Liu, 2023). Effective leadership may boost employee performance to excellence, allowing the fruitful and efficient realization of goals and organizational culture (Fadhli et al., 2022; Joseph & Kibera, 2019). Al Amir, Rahima, and Ahmed (2021) asserted that a leader has to establish an atmosphere that fosters joy and adequate coaching for the growth of critical skills, team building, and inspiration through solid or intangible incentives to improve an organization's performance.

Jumainah, Paramansyah, Rohmiyati, Boari, & Nurnaningsih (2023) discovered that the main causes affecting the institutions' performance are the leaders' effort to bring out the objectives of the company, corporate culture, staff's value, and effective leadership. Additionally, Hafeez et. Al (2023) revealed that the performance of an organization and teachers individually is profoundly affected by the leadership styles implemented. In a more thorough analysis, Wardana, Sudirman, Rachman, Paramansyah, and Ramli (2024) looked into the leadership of the school head as one of the factors affecting teacher performance. In their capability as leaders, principals ought to support and inspire teachers to work hard and deliver better performance (Mustaghfiroh et al., 2020).

On the other hand, organizational commitment positively affects teachers' performance (Hartini et al., 2020). Servant leadership immediately affects organizational commitment, enhancing teacher performance (Asih, Agung2, & Ariawan, (2024). In the study of Putra & Renaldo (2020), commitment displays the worker's trust in the organization's mission and goals, motivation to remain employed, and the ability to make an effort to complete tasks. It is a prerequisite for performance and a result of empowered leadership, which schools mainly depend on to accomplish their objectives (Boz et al., 2021; Mailool et al., 2020). By understanding what motivates them to commit, school administrators can put their best practices that can be followed by other teachers, implemented as policies, and the subject of training programs (Bading, 2022). Therefore, having devoted and productive employees is essential, as is delivering high efficiency and organizational outcomes (Estrada & Mamani, 2020).

In light of the circumstances mentioned above, the researcher proposed a study on the teachers' performance and the relationship between the leadership of school heads and organizational commitment, which is investigated in the present study. Nevertheless, considering the scarce scientific data regarding the positive effects of empowered school leadership, the link between teacher empowerment and performance needs more investigation (Atik & Çelik, 2020; Çelik & Konan, 2021; Lee & Nie, 2013). The phenomena remain a mystery that has yet to be effectively resolved by significant studies that have looked at multiple perspectives and various cultures. In Pakistan, there has been no research on the linkage between principal leadership styles and teacher work performance (Quraishi & Aziz, 2018; Maqbool et al., 2019; Yasmin et al., 2019; Saleem et al., 2020). Therefore, there is an increasing understanding of the need to investigate factors affecting educators' performance (Rachman, 2021). Otherwise, the low performance of teachers can affect the quality of education (Kanya, Fathoni & Ramdan, 2021). This

research gap emphasizes the significance of delving into the complex relationship between leadership of school heads, organizational commitment, and teachers' performance, making a valuable contribution towards an appropriate teaching and learning setting.

The urgency of this study is boosted because the researcher is interested in determining the levels of leadership of the school head, organizational commitment, and teacher's performance, specifically on how the teachers will be able to meet the goals of the school and learners' success. This study aims to fill the existing gap and supply other valuable insights that could significantly influence teachers' performance.

This study is proposed to determine the model for teacher performance with its two independent variables: leadership of school heads and organizational commitment. Specifically, this study has the following objectives: To assess the level of leadership of school heads on teachers' performance in employee orientation, change orientation, and production orientation; to ascertain the level of organizational commitment of teachers in terms of commitment to school, commitment to teaching work, commitment to teaching occupation and commitment to work group; to describe the level of teacher's performance in terms of teaching skills, management skills, assessment of students, professional responsibilities, and interpersonal skills; to establish the significant relationship between leadership of school heads and organizational commitment on teacher performance; lastly, to determine the considerable influence of leadership of school heads and organizational commitment on the teacher's performance among elementary school teachers.

The following null hypotheses were tested at a 0.05 level of significance. There is no significant relationship between the leadership of school heads and teacher performance and organizational commitment and teacher performance. There is no significant influence of leadership of school heads and organizational commitment on the teachers' performance of elementary teachers.

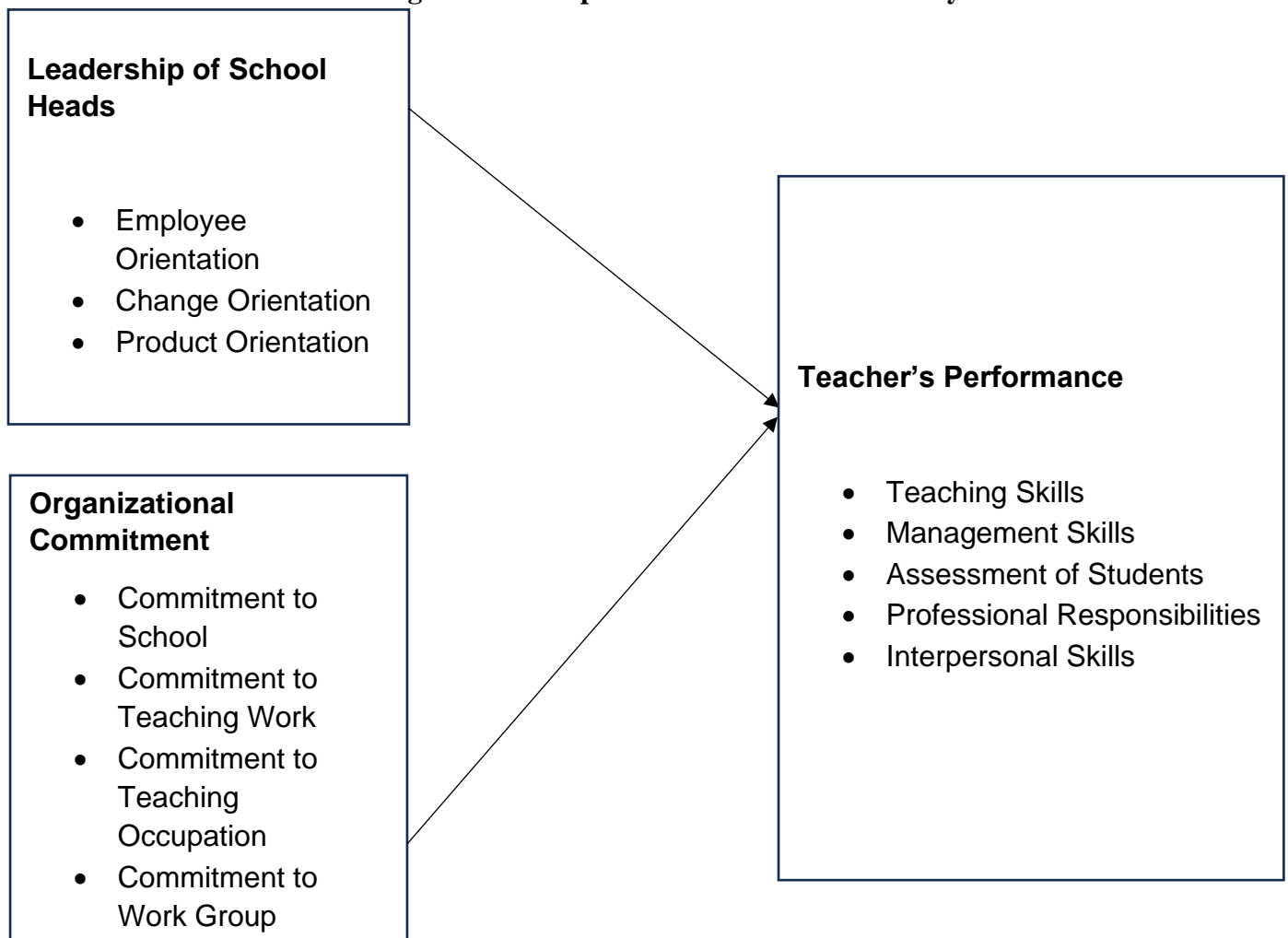
The theoretical anchored theory of this study is the Social Exchange Theory of George Homans, 1985. SET is a prominent conceptual model for explaining workplace behavior (Cropanzano & Mitchell, 2005). There is a positive correlation between job performance and leadership support (Zeb et al., 2020 & Talukder et al., 2018). This theory asserts that social interactions are the results of exchange processes (Lawler & Thye, 1999) with the intent of the exchange to minimize gains and reduce expenses (Fazal E Hasan et al., 2014; Rather, 2018). An explanation that assumes an exchange relationship between organizational commitment, workplace culture, and purposeful orientation impacts organizational performance (Foa & Foa, 2012). According to Assaker et al. (2020), Gouldner (1960), and Tsang et al. (2022), individuals feel required to return the favor when they obtain a benefit from a benefactor's activity. Another theory supporting this is Graen and Uhl-Bien's (1995) leader-membership exchange of leadership. This theory highlights the two-way relationship between administrators and employees. According to Armstrong, 2009, it relates to S.E.T., which explains social development and stability as the results of individuals negotiating exchanges. Northouse (2010) pointed out that the theory affects organizational performance; effective interactions between managers and employees resulted in several favorable effects, including fewer resignations, increased organizational commitment, improved performance, and promotions. According to Nugroho et al. (2020) and Novitasari et al. (2020), LMX enhances the relationship between employees and leaders, boosting both parties' performance.

The third theory that supports this study is the Scientific Management Theory of Frederick Taylor (1910). According to Paramboor, Musah, and Al-Hudawi (2016), the theory was developed to raise production. The close-knit, amicable collaboration between the higher-ups and employees represents one of this theory's features. SMT was helpful in the study as it highlighted the linear relationship between the

teacher's performance and the school head's managerial ability. Taylor created methods for improving productivity by simplifying tasks and inspiring staff to use the newest administrative tools (Ibrahim, 2007).

Given the theories mentioned above, the conceptual framework was developed for this study. The conceptual framework indicates that the first independent variables were the leadership of school heads (Othman et al., 2017), with the following indicators: employee orientation, change orientation, and production orientation. The second independent variable is organizational commitment, established by Celep (2000), with the following indicators: commitment to school, commitment to teaching work, commitment to teaching occupation, and commitment to work group. Finally, the dependent variable is the teacher's performance Sajid et al. (2022) with the following indicators: teaching skills, management skills, assessment of students, professional responsibilities, and interpersonal skills.

Figure 1. Conceptual Framework of the Study



The first independent variable of the study is the leadership of school heads. School heads serve as change-makers who significantly affect the learning atmosphere by transferring information, developing social networks of support, participating in mentoring services, and promoting growth (Aquino et al., 2021). According to Nursanti, Dharta, Chaerudin, Syam, and Purnama (2022), leadership is critical in various organizations, such as public sectors, business, politics, and education. Moreover, pressing and pushing

through productive relationships with different people and managing one's abilities in achieving shared objectives is the essence of leadership (Oscarius et al. 2021 & Zaman et al. 2020). Just as a poor leader can negatively affect an individual and the workplace, a good leader can have long-lasting positive benefits for a team member (Houlihan, 2020).

Outstanding leaders have a vision and equip teachers for forthcoming obstacles (Karwan, Hariri & Ridwan, 2020). Transformational leaders encourage their subordinates and implement unique strategies that foster trust, respect, and admiration; therefore, subordinates are confident in their ability to work further than expected (Bumay et al., 20203). Francisco (2019) and Ismail et al. (2020) claimed that transformational leadership integrates subordinates and administration interactively and elevates the company's overall performance. The effect of choices and the responsibilities of leaders have become visible to the people (Blanchard, 2020). Therefore, it has been suggested that strategies involving giving support, counseling, mentoring, and faculty development are effective means to improve the performance of teachers while aiding teachers in conquering educational hardships (Saleem, Zhang, Gopinath & Adeel, 2020).

Ahmad, Thomas & Hamid (2020) identify a leader's leadership style as an array of qualities that can be applied to lead subordinates to impart company goals. The principal's leadership affects school culture; leaders who promote a welcoming, friendly, and educational environment build an atmosphere that benefits workers (Galdames-Calderón, 2023). The school head's leadership is essential, and the teacher's performance and commitment to aiding the principal in accomplishing goals have a significant impact (Fan, 2022). The research of Mukaromah, Fuadi & Daryono (2024) showed that a leader could boost the caliber of education by imposing beneficial and lifelong enhancements by using total quality management principles in leadership. Accordingly, promoting an inviting educational climate and motivating teachers to strive for the best performance is made possible by outstanding leadership (Ariyani & Zuhaery, 2021). The second independent variable is organizational commitment. As the most widely adopted framework, this was strongly shaped by the three-dimensional model of Meyer and Allen (Meyer & Allen, 1991 and Yue, Alias & Hamid, 2025), each contribute to the behavior of a teacher (Li, Xu & Wang, 2025) namely affective, continuance and normative commitment. Affective commitment is a teacher's mental and personal ties with the school. The other one is continuance commitment, which means teachers are motivated by ethical reasons. Lastly, is normative commitment; teachers are linked to a sense of responsibility to colleagues and fields of study (Aboramadan et al., 2019; Estrada & Mamani, 2020; Heidari et al., 2022; Sarikaya & Erdogan, 2016).

Organizational commitment can be summed up by the following elements: a person's profound feeling of trust and acceptance of the objectives and values of the organization, an individual's drive to make efforts for the organization and a drive to keep being an employee (Oscarius et al., 2021; Purwanto et al, 2022), and those teachers who are highly dedicated to the institution turns out to be much effective than those who are not (Merida-Lopez & Extremera, 2020). According to Ali (2020), someone's ability to handle emotions well leads to creativity, effectiveness, commitment, devotion, and trust, among others. Teachers' organizational commitment improves understanding of their work and ethical values, which promotes job satisfaction (Nufus, Bahrin, & Khairuddin, 2024). Also, it can be reinforced by lowering stress at work in a caring learning setting (Wang et al., 2020). Hence, it is essential for nurturing collaborative growth and learners' achievement (P. Wang et al., 2020; Wu & Fu, 2024; Zeng et al., 2022).

Teachers show an immense commitment by having a significant amount of responsibility in teaching (Sammat & Arriola, 2024), being energized in doing tasks, supporting their co-workers, being respectful,

and being ready to probe leaders when needed (Ramli et al., 2024). Workers with exceptional commitment will be significantly less inclined to leave the institution where they belong (Indrastuti, 2022). Therefore, boosting teachers' organizational commitment is vital for advancing global viability in higher education and meeting school goals (Yao, 2024).

The dependent variable of the study is teacher performance. An employee's performance indicates how well and how much work the employee produces in performing the duties at hand (Maesaroh et al., 2020 & Muliati et al. (2022). Intense work fulfillment among teachers allows them to be more capable of coping with problems because mental resilience and control over emotions help them handle stress and maintain their work commitments (Kalkan, 2020; P. Wang et al., 2020; Zeng et al., 2022). Increasing teachers' performance requires significant attention from several sources and efforts, including primary motivation (Hardiansyah, 2022). Asbari et al. (2021) said that performance is what individuals do or don't do.

The school's goal in improving student learning depends on identifying the factors influencing teacher performance. (Limon, 2022). Teachers are one of the indicators applied to assess the productivity of methods of learning (Dawam et al., 2022). Therefore, the study of Istiana, Putra, and Panjaitan (2022) showed that the yearly reports, classroom activities, lesson preparation, expertise of their lesson of study proficiency, work enthusiasm, and teacher's involvement in non-academic activities can be used to utilize their performance. Similarly, the research of Duncan, Kalil, Mogstad, & Rege (2022) reveals that there is plenty of disparity in the quality of teachers based on the learning outcomes of learners related to their prior successes and teachers' personality traits. In that manner, teachers are the key to boosting and ensuring long-term education success in institutions (Alzoraiki et al., 2023).

Many variables impact this performance, such as motivational leadership and teacher's faith (Karsono et al., 2022). Research conducted by Suastina et al. (2021) proved that professional growth and compensation (Herlina, Fitria, and Puspita, 2020) impact teachers' performance. Unhappy teachers are ineffective, which results in low performance. Jumainah, Paramansyah, Rohmiyati, Boari, & Nurnaningsih (2023) discovered that the leading causes affecting the institutions' performance are the leaders' effort to bring out the objectives of the company, corporate culture, staff's value, and effective leadership. Additionally, teachers' performance rises with organizational commitment and vice versa; a reduction in organizational commitment impacts teachers' performance (Prasetyono & Ramdayana, 2020). Highly successful schools enable teachers to go the extra mile beyond their given duties, as partnership and creativity are vital (Aqsa, 2021). Understanding the vitality of staff, schools must maintain the factors that can enhance the quality of teachers (Maulidia & Laksmiwati, 2022).

This study focuses on the model for teacher performance with its two independent variables, leadership of school heads and organizational commitment, which significantly contribute to research on educational leadership. The result of the study can contribute substantially to the community by providing instruction and care for responsible educating and nurturing young pupils in a learning environment.

There is a need to conduct this study because, at a global level, this study contributes to educators being capable and equipped with appropriate skills to cultivate children. Also, this endeavor contributes mainly to the fourth goal of the United Nations Sustainable Development Goal 4, which emphasizes the significance of quality education. According to the United Nations, its main objective is to provide inclusive, equitable, high-quality education and potential lifelong learning for everyone. The goal offers insights that broaden the pool of qualified resilient educators who significantly contribute to shaping children.

For the benefit of society, the result of this study aids professional support and information sources. This

study helps private schools in Davao City, particularly human resource management and policymakers, enhance their techniques and approaches. Also, this contributes to every school head by boosting the school's professionalism, effectiveness, and confidence in promoting the professional development of expertise and abilities to every teacher. Respectively, teachers should be effectively driven to commit and perform well in their field. This study will help them reach their full potential, improve performance, and surpass challenging teaching seasons. This study will strengthen readers' understanding of their area of expertise. Lastly, future researchers who wish to utilize this study as a guide for connected research will also benefit.

METHOD

This section discusses the respondents, materials and instruments, research design, and procedure.

Respondents

The study's respondents were taken from 59 private schools in Davao City, with 621 teachers using total enumeration. However, out of 621 teachers, only 325 of them successfully responded. This yields a response rate of approximately 52.33%. The approach relied heavily on a regression model, which may differ in the number of variables and how the variables are linked to correlate. According to Beaujean (2014), a sample size of 200-400 is suitable for recognizing enough great accuracy and considerable power, so the researcher raised the sample size to 325 respondents.

The respondents of the study were elementary teachers in private schools. They were selected with the school principal's or head's assistance. The study did not include the school office staff, school nurse, payroll supervisor, librarian, and utility personnel. It also does not include unit heads such as the Director of Services, Director of Maintenance, and other equivalent roles.

Participation in this study was voluntary, and the respondents were given written permission. The method was a structured questionnaire with participants who were seen only once to study the leadership of school heads and organizational commitments as teacher performance determinants. With the help of the school HR staff and the school principals, the researcher collaborated with them and explained the goal and scope of the research, .972, and then disseminated the verified questionnaire. Respondents were allowed to withdraw from the study once they experienced discomfort or harbored any emotional doubts about participating.

Material and Instrument

For the survey, the researcher used the downloaded questionnaires from Othman et al. (2017) for measuring the leadership of school heads, Celep (2000) for organizational commitment, and Sajid et al. (2022) for teachers' performance. Even though they have been used several times, the questionnaires will be entirely improved and modified to fit the local context. To make this possible, the data used in different private schools in Davao City were assessed by specialists before being manually supplied to the respondents within proximity.

Thirty elementary private school teachers who did not participate in the primary research were used as a sample for pilot testing. Pilot testing aimed to identify problems or opportunities to enhance the modified questionnaire. The leadership of school heads instrument obtained a Cronbach's alpha score of 0.972, which had excellent internal consistency; organizational commitment of 0.894, which was good; and teacher's performance of 0.882, which is also good. The modified questionnaire was validated by a pool of internal experts, who obtained an average score of 4.49 with a verbal interpretation of excellent. This was made available to the respondents in print in the identified elementary private schools in Davao City.

The research will use a 5-point Likert scale, an evaluation method used to evaluate opinions, views, or conduct. Respondents pick the response that fits their feelings regarding the assertion (Bhandari & Nikolopoulou, 2023). The survey focuses on the leadership of school heads, organizational commitment, and teachers' performance with the identified indicators. 4.20-5.00, which means highly high and its literal meaning always manifested; 3.40-4.19, which means high and its literal meaning oftentimes manifested; 2.60-3.39, which means moderate and its literal meaning sometimes manifested; 1.80-2.59 which means low and its literal meaning of seldom manifested; and 1.00-1.79 which means extremely low and its literal meaning of never manifested.

Design and Procedure

This study used non-experimental quantitative research. Quantitative research is the method in science that provides a basis. After observing the situation under investigation, the researcher made a hypothesis and used deductive analysis to predict how the evidence would come out if the hypothesis were correct. Then, collects and analyzes the data to either confirm or reject the hypothesis (Williams, 2021). According to White and Millar (2014), the term "quantitative" indicates the quantity or numbers of collected data during the duration of the research and can be analyzed numerically, i.e., in statistical supports, which frequently utilize software like Excel, Access, SPSS, Python, SAS, JMP, R or Stata.

The researcher immediately conducted the data gathering with the aid of research experts. The validated questionnaire was used only with the University of Mindanao Ethics Review Committee's authorization. Before beginning the actual research, a pilot test was done to guarantee the accuracy of the questionnaire. Through a letter signed by the researcher, the adviser, and the Dean of Professional Schools, the researcher formally asked permission from the principal to perform the research. Then, the respondents who participated in the survey were given a separate letter, a copy of the revised questionnaire, and the signed Informed Consent Form. A certificate of appearance with the school principal or administrator's signature was supplied for documentation purposes. When the data was ready, responses were encoded, and the researcher applied cross-tabulation analysis to understand the data with two independent variables: leadership of school heads and organizational commitment—finding the correlation between the variables and their indicators that most effectively predict the teacher's performance of the elementary teachers within the city. The data interpretation was supplied to give the research context, and the result was scrutinized to determine the most appropriate model for elementary teachers' performance in Davao City. Statistical tools handle large amounts of data and aid in collecting and examining data samples to detect emerging trends and patterns. An accurate analysis of research results is essential in ensuring the data's quality. The researcher used the following statistical tool: Mean was used to describe the leadership of school heads, organizational commitment, and teacher performance. Pearson was used to examine the significant relationship between the leadership of school heads, organizational commitment, and teacher performance. Regression was used to determine whether the leadership of school heads and organizational commitment predict teacher performance.

Finally, this research was done with several precautions while observing the requirements and the criteria for assessment by the university's ethics and research committee. The University of Mindanao Ethics Review Committee (UMERC) conducted an ethical review of the manuscript, and a certificate of approval was issued to UMERC-2024-215 before the data collection procedure.

RESULT AND DISCUSSION

In this section, the study outcomes showed the correlation between the leadership of school heads,

organizational commitment, and teacher performance. The results show how the variables are linked. In addition, the significance of the influence of leadership of school heads and organizational commitment on the teachers' performance in private elementary schools in Davao City is shown.

Leadership of School Heads

As shown in Table 1, the leadership of school heads is strong, with a standard deviation of 0.50 and an average score of 4.58. Product orientation has the highest score at 4.63 with a standard deviation of 0.53, while change orientation is the lowest at 4.55 with a standard deviation of 0.56, both of which are still seen as very high. Altogether, the organization has a very high leadership level among school heads regarding product, employee, and change orientation. The findings indicate that the leadership of school heads and private elementary school teachers in Davao City is characterized by very high levels of product orientation, employee orientation, and change orientation. This implies that the teachers' performance through the leadership of school heads is always manifested. The very high level of product orientation indicates that leaders positively focus on reaching goals while involving the juniors in fulfilling their tasks. Their full support and guidance are demonstrated by pushing the teachers for growth by taking charge of their supervisory work and creating order. The leadership of school heads succeeded in encouraging the spirit of performance.

Table 1: Level of Leadership of School Heads

Indicators	SD	Mean	Descriptive Level
Employee Orientation	0.54	4.56	Very High
Change Orientation	0.56	4.55	Very High
Product Orientation	0.53	4.63	Very High
Overall	0.50	4.58	Very High

The very high level of leadership of school heads is consistent with Renaldo et al.'s (2020b) findings that leadership is the capacity of a leader to influence, inspire, regulate, and exercise control over employees to guarantee that they can carry out their responsibilities unhindered and with integrity and reach the goal. This is parallel to the study of Aquino et. Al. (2021) that school heads serve as change-makers who significantly affect the learning atmosphere by transferring information, developing social networks of support, participating in mentoring services, and promoting growth. Transformational leaders encourage their subordinates and implement unique strategies that foster trust, respect, and admiration; therefore, subordinates are confident in their ability to work further than expected (Bumay et al., 20203). Thus, the effect of choices and the responsibilities of leaders have become visible to the people (Blanchard, 2020).

Organizational Commitment of Teachers

Displayed in Table 2 is the level of organizational commitment that obtained an overall standard deviation of 0.46 and a mean of 4.41, which signifies a very high level. This indicates that the level of organizational commitment is always manifested. A per indicator analysis found that the indicator, commitment to the work group, has the highest mean of 4.49, or Very High, with a standard deviation of 0.56. In contrast, the indicator commitment to school has the lowest mean of 4.28, or Very High, with a standard deviation

of 0.51.

Table 2: Level of Organizational Commitment

Indicators	SD	Mean	Descriptive Level
Commitment to School	0.51	4.28	Very High
Commitment to Teaching Work	0.49	4.49	Very High
Commitment to Teaching Occupation	0.61	4.39	Very High
Commitment to Work Group	0.56	4.49	Very High
Overall	0.46	4.41	Very High

The very high level of implementation of the indicators in organizational commitment manifested among elementary private school teachers in Davao City in terms of commitment to teaching work, dedication to the workgroup, commitment to teaching occupation, and commitment to the school. The very high result is due to the high ratings of the respondents on I am proud of the school, I have the responsibility of the students for being on time, I am proud of being a teacher, and I am proud of my colleagues.

This result is consistent with the findings of Estrada & Mamani (2020), who assert that each person's sense of responsibility and commitment to their workplace and the company are intimately tied. Having devoted and productive employees is essential, as is delivering high efficiency and organizational outcomes. This is also aligned with the study of Bading (2020), who found that by understanding what motivates them to commit, school administrators can put their best practices into best practices that can be followed by other teachers, implemented as policies, and the subject of training programs. Hence, workers with exceptional commitment will be significantly less inclined to leave the institution where they belong (Indrastuti, 2022).

Teacher's Performance

Presented in Table 3 is the teacher performance of private elementary school teachers in terms of interpersonal skills, assessment of students, professional responsibilities, management skills, and teaching skills. The level of teacher's performance attained an overall standard deviation of 0.45 and an overall mean of 4.59, which is described as Very High, which shows that all indicators of teacher's performance recorded a very high mean score.

Table 3: Level of Teachers' Performance

Indicators	SD	Mean	Descriptive Level
Teaching Skills	0.48	4.52	Very High
Management Skills	0.50	4.57	Very High

Assessment of Students	0.50	4.64	Very High
Professional Responsibilities	0.51	4.57	Very High
Interpersonal Skills	0.51	4.65	Very High
Overall	0.45	4.59	Very High

Per indicator analysis, the indicator interpersonal skills has the highest mean of 4.65 or Very High with a standard deviation of 0.51. The indicator, teaching skills, has the lowest mean score of 4.52 with a standard deviation of 0.48. This means that the level of the teacher's performance is always manifested.

The result above aligns with the conclusion of Ramli A. et al. (2024), who declared that a strong level of commitment is shown by teachers who are energized in doing tasks, supportive of their co-workers, and respectful and ready to probe leaders when needed. Also, this is consistent with Asbani et al. (2021), who found that, in essence, performance is what individuals do or don't do. The whole process of boosting an organization's performance, particularly that of each employee and workgroup, is called managing performance. Therefore, teacher performance is vital in developing education, teachers are often viewed as the main stakeholders in the field of education (Abdallah & Alkaabi, 2023).

Relationship between Leadership of School Heads and Teachers' Performance

Table 4: Significance of the Relationship between Leadership of School Heads and Teachers' Performance in Private Elementary Schools in Davao City

Leadership of School Heads	Teachers' Performance					
	Teaching Skills	Management Skills	Assessment of Students	Professional Responsibilities	Interpersonal Skills	Overall
Employee Orientation	.425** .000	.442** .000	.452** .000	.535** .000	.514** .000	.528** .000
Change Orientation	.412** .000	.487** .000	.458** .000	.506** .000	.514** .000	.531** .000
Product Orientation	.463** .000	.492** .000	.463** .000	.513** .000	.492** .000	.541** .000
Overall	.465** .000	.508** .000	.492** .000	.556** .000	.544** .000	.572** .000

In Table 4 are the results of the test of the relationship between leadership of school heads and teacher's performance in Private Elementary School in Davao City. As displayed in the hypothesis, the relationship was tested at 0.05 level of significance.

The overall r-value of 0.572 with a p-value of less than 0.5. This implies that the research results are highly reliable. Therefore, it can be derived that there is a strong relationship between leadership of school heads and teacher's performance of elementary private schools. The correlation coefficient $r=0.572$ shows a

close relationship between leadership of school heads and teacher's performance of elementary private teachers. Most notably, the outcome shows that every indicator of leadership of school heads have significant relationship with teacher's performance, with the p-values of 0.000 which are lower than .05 significance level.

This result is supported by Jumainah, Paramansyah, Rohmiyati, Boari, & Nurnaningsih (2023), who discovered that the main causes affecting the institutions' performance are the leaders' effort to bring out the objectives of the company, corporate culture, staff's value and effective leadership. Also, the findings align with the study of Fadhli, Komardi & Putra (2022), which shows that many influencing components exist, including effective leadership styles, teacher commitment, and job enthusiasm on teacher's performance and job satisfaction. Also, the findings are supported by Hafeez, Abbasi, and Novita (2023), who claimed that such significant linkages were observed between the leadership of school heads and teachers' performance. Moreover, Li, Jiao, Liu, & Liu (2023) shared findings of their study that the results supported the two main factors impacting the caliber of education: principal leadership and teacher performance.

Relationship between Organizational Commitment and Teachers' Performance

Shown in Table 5 are the outcomes of the evaluation on the relationship between organizational commitment and teachers' performance of private elementary teachers. As shown in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of 0.771 with a p-value of 0.000. This implies that the research results are highly reliable. Therefore, it can be derived that there is a strong relationship between organizational commitment and teacher's performance of elementary private schools. Most notably, the outcome shows that the organizational commitment and teacher's performance, commitment to school, commitment to teaching work, commitment to teaching occupation and commitment to work group have significant relationship, with an r-value of 0.675, 0.735, 0.601 and 0.602. All indicators of organizational commitment correlates positively with teacher's performance, having p-values of 0.000 which are lower than .05 significance level.

Table 5: Significance of the Relationship between Organizational Commitment and Teachers' Performance in Private Elementary Schools in Davao City

Organizational Commitment	Teachers' Performance					
	Teaching Skills	Management Skills	Assessment of Students	Professional Responsibilities	Interpersonal Skills	Overall
Commitment to School	.633** .000	.631** .000	.589** .000	.624** .000	.552** .000	.675** .000
Commitment to Teaching Work	.676** .000	.667** .000	.649** .000	.678** .000	.631** .000	.735** .000
Commitment to Teaching Occupation	.550** .000	.581** .000	.514** .000	.564** .000	.490** .000	.601** .000
Commitment to Work Group	.554** .000	.536** .000	.521** .000	.557** .000	.532** .000	.602** .000

Overall	.712** .000	.714** .000	.670** .000	.715** .000	.650** .000	.771** .000
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Consequently, the data suggests that the attributes of organizational commitment such as commitment to school, commitment to teaching work, commitment to teaching occupation and commitment to work group serve an integral part in the level of teacher's performance. It is readily apparent that two variables have a strong correlation, as the r-value for each is greater than 0.5 with a p-value of 0.000.

As a result, there is a significant relationship between organizational commitment and teacher's performance of private elementary school teachers. Organizational commitment plays a pivotal role in the teacher's performance. Organizational commitment has a positive effect on employees and on the school in enhancing performance and achieving the school's goal.

This finding is supported by Oscarius, et al., (2021) and Purwanto, et al, (2022) that confirm the strong correlation between organizational commitment and teacher's performance and demonstrate that organizational commitment can be summed up by the following elements: a person's profound feeling of trust and acceptance of the objectives and values of the organization, an individual's drive to make efforts for the organization, and a drive to keep being an employee. In addition, this align to the study of Maesaroh et al. (2020) and Muliati et al. (2022) who shared results of their study claiming that an employee's performance is the indicator of how well and the amount of work that the employee produces in performing the duties at hand. The findings of the study are parallel to the study conducted by Boz et al. (2021) and Mailool et al. (2020) that confirms organizational commitment as a prerequisite for performance and a result of empowered leadership, which schools mainly depend on to accomplish their objectives. This is supported by Hartini et al. (2020), who claimed that organizational commitment has a significant positive effect on teachers' performance.

Significance on the Influence of Leadership of School Heads and Organizational Commitment on the Teachers' Performance in Private Elementary Schools in Davao City

Shown in Table 6 is the significance on the influence of leadership of school heads, organizational commitment on the teachers' performance in private elementary schools in Davao City. Further, as indicated by the F-value of 261.484 with a corresponding p-value of 0.000, the regression model is, therefore, significant. As a result, the null hypothesis is rejected. It would be accurate to claim that there is a variable that predicts the teachers' performance in private elementary schools in Davao City.

Additionally, the R^2 of .619 signifies that 61.9 percent of the variation in teachers' performance in private elementary schools in Davao City is explained by the predictor variables, leadership of school heads and organizational commitment. This means that 30.95 percent of the variation could be attributed to other factors besides these two variables. The presentation shows that the standard coefficient of organizational commitment has the highest beta of .660. It indicates that organizational commitment has the greatest influence on teachers' performance in private elementary schools in Davao City compared to school head leadership, with .193.

Table 6: Significance on the Influence of Leadership of School Heads and Organizational Commitment on the Teachers' Performance in Private Elementary Schools in Davao City

Teachers' Performance				
(Variables)	B	β	t	Sig.

Constant		.951		5.807	.000
Leadership of School Heads		.171	.193	4.593	.000
Organizational Commitment		.648	.660	15.695	.000
R	.787				
R²	.619				
ΔR	.617				
F	261.484				
ρ	.000				

This result is aligned with the research of Merida-Lopez & Extremera (2020), who said that those teachers who are highly dedicated to the institution turn out to be much more effective than those who are not dedicated. On the other hand, Renaldo N.(2023) proves that organizational commitment can have an impact on the performance of a teacher.

Finally, a study supported by the research conducted by Maulidah, Baharun, Hefniy, Tohet & Zaini (2023) found that in achieving an outstanding educational standard, teacher's performance is very important. In consideration of that, the school's goal in improving student learning depends on identifying the factors influencing teacher performance (Limon, 2022).

CONCLUSION AND RECOMMENDATION

This chapter provides the conclusion and recommendations based on the result of the analysis. As determined by the levels of leadership of school heads and the organizational commitment of teachers' the performance of private elementary schools in Davao City is very high. The result also supports a significant relationship between leadership of school heads and teacher's performance. Similarly, a strong link is found between organizational commitment and teacher performance. Further, the leadership of school heads and organizational commitment are determinants of teacher's performance.

The link between the leadership of school heads and organizational commitment toward teachers' performance at private elementary schools in Davao City confirmed the anchored theory of Homan's (1985) Social Exchange Theory. Since there is a correlation between the support of the leadership, the organizational commitment of teachers and the job performance, through subsidizing professional programs, leadership growth could be reinforced. Furthermore, it maintains the level of work performance by executing tactical leadership styles and implementing programs to strengthen organizational commitment, allowing the teachers to perform effectively and efficiently.

The researcher generated recommendations based on the results of the study. The results emphasize the critical functions of leadership of school heads and organizational commitment to enhancing teachers' performance in private elementary schools. For the results of a very high level of leadership of school heads, the successful supervision of a school head primarily relies on knowing how to inspire others to assume full responsibility for measures to accomplish school goals. Hence, the school administrators may work alongside teachers, giving constructive criticism by conducting regular assessments to enhance teacher's performance. Also, motivate them by providing full support in accomplishing their goals and objectives personally and professionally, creating trust with the subordinates, and showing just and honest ways of managing and appreciating their hard work. Further, having an atmosphere free of conflict through

communication channels should be established with their school heads and colleagues before the school year starts and even on regular working days, particularly if difficulties emerge amongst teachers, as well as communication between teachers and learners or parents.

On the other hand, since organizational commitment, though perceived as very high, obtained the lowest mean value, it is recommended that school heads generate an inviting work environment that fosters teamwork that would enhance their commitment to the workgroup by having good working relationships with colleagues. To boost their commitment to teaching occupation, though teachers in private schools' salaries are not that high compared to public schools, school administrators might assist teachers through mutual aid, lending assistance for hospitalization, mental health support, and offering free religious counseling that help them decide to stay in the school and continue their profession. In addition, the school management might provide resources for teachers who want to advance their education and look for extra courses. With these recommendations, if one is deeply committed to the school, they will inspire his or her co-teachers to work hard for personal growth, the learners, and the school to accomplish the job enthusiastically.

According to the test of correlation, there is a strong link between the leadership of school heads and teachers' performance and organizational commitment and the teachers' performance of private elementary teachers in Davao City. More training sessions must be conducted to guarantee that teachers acquire new strategies, competencies, and tools. Teachers should be equipped with 21st-century skills, considering them as means to provide learners' inquiries satisfactorily. It is ideal that school heads strengthen the utilization of technology since this is an innovative teaching and let them use the latest audio-visual aids. Provide seminars, workshops, and in-service training for teachers (INSET) that help in preparing lessons properly that would result in keeping up with the trends and innovation in teaching, meeting the learners' individual needs, enhancing the growth and development of literacy skills, and to have a mastery of the subject matter they are assigned to. Take an established master plan, such as offering training in stress management to help them better deal with stress and have proper interpersonal interaction. Allowing teachers to have time off and recreational getaways for their well-being so that their teaching skills, management skills, interpersonal skills, assessment of students, and professional responsibilities as elementary private school teachers will maintain their level of performance.

Finally, future studies focused on understanding and development strategies are very important in identifying factors that can heighten the leadership of school heads and organizational commitment to amplify teachers' performance in elementary private schools.

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