

Organizational Commitment and Leadership Capacity of Teachers

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Abstract: The purpose of this study was to determine the significant influence of organizational commitment of teacher to their leadership capacity. This study also aimed to determine which domains of organizational commitment of teacher significantly influenced their leadership capacity. This study utilized the non-experimental quantitative research design utilizing descriptive-correlational technique which included one hundred ten teachers of Ramon Magsaysay Central Elementary School, Digos Oriental District, Digos City Division. Research instruments on organizational commitment of teachers and leadership capacity were used as sources of data. Utilizing Pearson-r, this study found out that the indicators of organizational commitment of teachers and leadership capacity are significantly correlated. When the indicators of leadership capacity were regressed, the organizational commitment of teachers significantly influenced the leadership capacity of teachers. The following indicators of organizational commitment of teachers have influence: affective commitment, continuance commitment, and normative commitment.

Keywords: teacher's organizational commitment, leadership capacity of teachers, education, non-experimental quantitative research, descriptive-correlational technique, Philippines.

1. INTRODUCTION

A sound educational system is considered to be the backbone of a developing country and the teacher is the hinge around which the educational system revolves. The educational organization is one of the most important social institutions in a society. The effective and directive positions of an educational organization in a society firmly depend on its perfect coordination in the direction of social expectations.

The people of the modern world have become dependent to the organizations they had built in order to meet their needs. The societies that have built effective organizations are the ones to become heads of the society. The acceptance of a system by the society depends on its success, in other words its effectiveness (Fried, 2005). Organizations that were once hierarchical in structure are now more web-like in their design. Yet, now organizations must stay and respond quickly to their constituency's needs. Collaboration of lattice organizations are now necessary to address the needs of inclusions. Such conceptions were voiced by Kezar (2005).

Globally, the need for servant leaders has slowly crept into institutional whelms, making it necessary for schools to augment what they already have. Organizations are established to have specific purposes and to carry out designated mission (Miles, 2005). In reciprocal way, it is important to employ shared vision of their organization, be committed to its mission and goals, and give unreservedly of themselves in order to attain these purposes (Ogawa, 2006).

In the United States, changes in the style of management have occurred. More and better trained teachers have been brought to service, re-educating their traditional ones. Some loyal teachers who were committed to the organization stayed; while those who refuse changes resigned. Thus, the effort of these developments has been the expansion of service in broad fields of learning and the extension of opportunities to larger segments of population (Lassey, 2005).

International Journal of Novel Research in Interdisciplinary Studies

Vol. 3, Issue 3, pp: (8-10), Month: May - June 2016, Available at: www.noveltyjournals.com

In the Philippines, the school administration, in the management of the organization is concerned with the unique capabilities that organizations develop to assure that success. Given the increasingly complex environments in which all organizations operate now, the capabilities that supported past performance will not work as well in the future (Pennings, 2006) Pennings stressed that effectiveness of a certain organization lies in the kind of leadership style that the school employed and the commitment level of the teachers working inside of it. In Region XI, the kind of leadership style used by the school is not really that effective in increasing the level of commitment of teachers. Thus, it produces an ineffective organization. This is now the basis of the researcher in the conduct of the study.

There is a huge interrelatedness among the teachers' organizational commitment, their leadership capacity, and organizational effectiveness in relation to students' scholastic performance and the school's image in the community. Researches point out that organizational commitment makes one factor that fuels the teachers to devote more dedication to their work thus improving organizational effectiveness. Leadership capacity on the other hand, guides the teachers to get them more acquainted about their professional and personal aspects thus significantly improve their awareness towards students' development.

In the school level, teachers whom are known to be committed and dedicated tend to show genuine interest in their profession and are goal oriented. Their job efficiency has been constantly improving as overtly seen on their students scholastic performance, submission of school reports and coming to school early and devoting extra time when necessary.

The success of any educational system depends on the quality and capability of teachers who are indispensable to the system and, thus, an important force in the development of a society. Believing in this thrust and with the researcher's fifteen years teaching experience and the sincere interest in understanding the role of the teachers' commitment, leadership capacity, and the organizational effectiveness towards learning outcome had developed the researcher the required competence to carry out the task of the completion of this study.

2. BODY OF ARTICLE

Problem Statement:

The purpose of this study was to determine the significant influence of organizational commitment to the leadership capacity of teachers. Specifically, the study sought to answer the following questions:

1. What is the level of organizational commitment of teachers?
2. What is the level of leadership capacity of teachers?
3. Is there a significant relationship between organizational commitment and leadership capacity of teachers?
4. Which domains of organizational commitment influence leadership capacity of teachers?

Methodology:

This study made use of non-experimental quantitative research design utilizing descriptive-correlational techniques. This study utilized non-experimental research because the independent variable of the study is not manipulated and there is no random assignment to groups (Johnson & Christensen, 2008). The data of this study described the creative teaching construct of teachers and the learning engagement of students. Likewise, it is also correlational because the study determines whether the two variables have significant relationship.

The study was conducted in Ramon Magsaysay Central Elementary School, Digos Oriental District, Digos City Division. This includes 110 teachers as respondents of the study.

3. RESULTS

Level of Organizational Commitment of Teachers:

The response of the respondents on their level of *organizational commitment of teachers* has an overall mean score of 2.95 or *fair*. The *fair* level indicates that most of the items regarding organizational commitment of teachers are *sometimes* manifested.

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The cited overall mean score was the result obtained based on the mean scores of 2.73 or *fair* for *affective commitment*, 3.13 or *fair* for *continuance commitment*, 3.0 or *fair* for *normative commitment*.

Level of Leadership Capacity of Teachers:

The response of the respondents on their level of *leadership capacity of teachers* has an overall mean score of 4.07 or *high*. The *high* level indicates that most of the items regarding *leadership capacity of teachers* are *oftentimes* manifested.

The cited overall mean score was the result obtained based on the mean scores of 4.19 or *high* for *leadership capacity*, 4.12 or *high* for *adaptive capacity*, 4.03 or *high* for *management capacity*, and 4.04 or *high* for *technical capacity*.

Correlation between Organizational Commitment and Leadership Capacity of Teachers:

Based from the results of test of relationship between variables involved in the study, it could be gleaned that there is a significant relationship between organizational commitment and leadership capacity of teachers. The null hypothesis which states that there is no significant relationship between organizational commitment and leadership capacity of teachers is rejected.

Significance on the Influence of Organizational Commitment and Leadership Capacity of Teachers:

The regression analysis showing the predictive ability of *organizational commitment* on the *leadership capacity of teachers* indicates that organizational commitment has significantly influenced on the *leadership capacity of teachers*. The indicators of organizational commitment that have influence on leadership capacity are the following: *normative commitment*, *affective commitment*, and *continuance commitment*.

4. CONCLUSION

This study revealed a fair level of organizational commitment and a high level of leadership capacity of teachers. Generally, the findings of the study showed that organizational commitment is related to leadership capacity of teachers.

When the organizational commitment was regressed on leadership capacity of teachers, the regression analysis showed that organizational commitment has significantly influenced on the leadership capacity of teachers.

Normative commitment, affective commitment, and continuance commitment have the higher degree of influence on leadership capacity of teachers.

5. RECOMMENDATION

Based on the findings and conclusion, it is recommended that: the proposed inputs for improvement be utilized in the research locale of this study, future studies include bigger pool of respondents or another set of respondents so as to strengthen the validity of results, existing programs related to organizational commitment and leadership should be modified and subjected to regular evaluation/ updating of the effectiveness of the program should be conducted, and another study maybe conducted exploring other variables.

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