

# The Influence of Servant and Transformational Leadership toward Organization Commitment

Maria Teresa T. Bondoc

Faculty of Jose C. Martinez, Jr. Elementary School, Mati North District,  
Schools Division of the City of Mati, Davao Oriental, 8200 Philippines

DOI: <https://doi.org/10.5281/zenodo.15165964>

Published Date: 07-April-2025

---

**Abstract:** The characteristics of dedicated school heads significantly influence the success metrics and ultimately ensure that teachers remain steadfast to the organization. Committed school heads actively realize the academic institution's vision, mission, and objectives. This research analyzed servant leadership and transformational leadership styles toward the organizational commitment of school heads of the Davao Region. In this, the levels, correlation, and regression were used to predict the significant relationship between the two types of leadership styles to organizational commitment. Using cluster sampling, 398 selected school teachers among the eleven divisions of Region XI are the study's respondents. The researcher used a survey questionnaire which was adapted from the study of Dierendonck and Nuijten, (2010) The Servant Leadership Survey: Development and Validation of a Multidimensional Measurer for the Servant Leadership, study by Alayysed et al., (2020) entitled The Impact of Transformational Leadership on Organisational Performance Case Study: The University of Jordan for the Transformational Leadership, and study of Alam (2011) Evaluation of Allen and Meyer's Organizational Commitment Scale: A Cross-Cultural Application in Pakistan which involves three components: Affective Commitment, Continuance Commitment, and Normative Commitment for the Organizational Commitment Survey. The basic criteria that determined the participants include being a permanent teacher in the public schools of Davao Region with at least three years of service in the current station. Results show that the level of servant leadership skills and transformational leadership skills are very high, and the organizational commitment of school heads is high. The connection between servant leadership skills and organizational commitment revealed a notable moderate positive linear relationship, indicating a significant impact on organizational commitment. In contrast, transformational leadership skills exhibited a minimal correlation, suggesting an inadequate relationship with organizational commitment. Therefore, while servant leadership skills showed a meaningful moderate positive linear relationship with organizational commitment, transformational leadership skills displayed only a negligible correlation.

The findings suggest that a follow-up study should be undertaken, focusing on the negligible correlation between transformational leadership and organizational commitment, given that the majority of existing research in this area indicates a significant relationship. Additionally, it is advisable to investigate the inadequacy of the connection between servant leadership and transformational leadership, as both leadership styles are purported to have a beneficial effect on organizations.

**Keywords:** servant leadership, transformational leadership, organizational commitment.

---

## I. INTRODUCTION

Servant leadership and transformational leadership exhibit a genuine concern for educators, fostering a foundation of trust that enhances organizational commitment. In return, teachers often exceed their basic responsibilities, developing a deeper connection to their roles. Servant and transformational leadership styles are particularly effective in guiding teachers. These approaches to school leadership create avenues for meaningful change within organizations. School heads who embody these styles can cultivate high levels of active listening, show genuine consideration for teachers, focus on empowerment, build substantial trust, serve as exemplary role models, delegate tasks efficiently, and inspire their staff to enhance their commitment to the organization (Allen et al., 2016).

In contemporary times, a significant number of educators are resigning from their positions within the educational sector, which poses challenges for both students and school administrators. The departure of teachers adversely impacts students' academic performance. There exists an alternative viewpoint regarding the reasons behind teachers' decisions to leave the profession. As a result, educators may opt to pursue different career opportunities that they perceive as more suitable or advantageous. Nevertheless, it is the responsibility of school leaders to mitigate such transitions. If they fail to do so, the institution may experience a notable decline in perceived success (Holmes et al., 2019).

Teachers who decide to resign are often influenced by a blend of personal circumstances and external conditions. This underscores the crucial role that school leaders play in shaping the orientation and trajectory of the educational organization. Among other responsibilities, school leaders possess the authority to effectively motivate educators and strive to enhance their commitment to the organization. School heads propose a rich performance, act themselves accordingly, and boost the teachers' organizational commitment. Commitment to the organization is there when expectations and needs are met, there is the insurance of continuous development of human resources, clear expectations of the teachers against the expectations of the organization, and there is an evident measure for the efficiency of the human resource. In a way, the organization depends largely on human resources for success (Alkalha et al., 2012).

In the realm of education, insufficient commitment and dissatisfaction among teachers contribute to a notable incidence of absenteeism, inappropriate conduct towards both colleagues and students, premature departures from the profession, and psychological disengagement from their roles. These factors collectively result in a decline in the quality of teaching (Meraku, 2017). According to Brasfield, Lancaster, and Xu (2019), a significant number of educators resign within their initial five years of service. The issue of elevated teacher attrition rates has emerged as a pressing global concern.

Shuls and Flores (2020) indicated that a significant number of teachers in the United States resign from their positions annually, with as many as 8% of new educators leaving the profession. For instance, a qualitative study conducted by Palis (2014) demonstrated that teachers' dedication to and enthusiasm for education diminished when their administrators failed to meet the supportive and innovative requirements of both the school and its educators. The research findings emphasized that this intrinsic motivation was severely obstructed by accountability issues in leadership, which profoundly affected teachers' organizational commitment to education.

On World Teachers' Day in October 2023, Audrey Azoulay, the Director-General of UNESCO, urged governments worldwide to enhance their support for educators. She highlighted the challenges the teaching profession faces in retaining its workforce and attracting new talent. There is an increasing concern regarding job satisfaction among teachers, the appeal of the teaching career, and a rise in turnover rates, even in Finland, a country known for its high regard for the teaching profession and the dedication of its educators (VAKAVA Statistics, 2017). The departure of teachers from the profession not only results in a reduction of personnel but also leads to the loss of invaluable knowledge and experience accumulated over the years (Obeidat et al., 2017). Furthermore, an independent study conducted by Sarvi, Munger, and Pillay (2015) revealed that, despite a significant demand for teachers, the number of individuals entering the teaching profession is lower than those leaving it.

Numerous studies indicate that significant events have profoundly influenced teacher attrition within the context of the Philippines (OrtegaDela Cruz, 2016). Lopez and Irene (2017) further asserted that teachers are motivated by an intrinsic desire to educate and disseminate knowledge. Additionally, data from the Philippine Statistics Authority (2018) revealed an annual net loss of 132 teachers, indicating that the number of individuals leaving the profession exceeded those entering it. Consequently, the Philippines not only faced a shortage of teachers but was also losing experienced professionals already in the field. Mason and Matas (2015) characterized the repercussions of teacher turnover in a nation as both costly and detrimental to its national budget and educational outcomes.

This initiative greatly reinforces the Department of Education's commitment to safeguarding employee well-being and improving organizational effectiveness, in line with the guidelines set forth in the Civil Service Commission (CSC) Memorandum Circular (MC) No. 06 series of 2012, which outlines the implementation of the Strategic Performance Management System (SPMS). It also aligns with DepEd Order No. 2 series of 2015, which specifies the procedures for establishing and executing the Results-Based Performance Management System within the Department of Education. Additionally, the impact of this situation has reached beyond the government sector, affecting students, teachers, school administrators, and particularly parents, who have reported heightened concerns and reduced trust in the educational system.

due to a notable number of teachers resigning to prioritize raising their children in the same schools (Ortega-Dela Cruz, 2016). Delima (2015), in her study on the professional identity and performance of public secondary school teachers in Region XI (Davao Region), discovered that a strong sense of organizational commitment is positively associated with the high performance levels of school leaders.

By effectively identifying the underlying factors contributing to teacher attrition, policymakers and school administrators can formulate targeted strategies to address these issues (Ortega-Dela Cruz, 2016). The challenge of retaining teachers in the teaching profession is also a prevalent and growing problem in the Schools Division of the City of Mati. According to the report tallied by the HRMO of the division, there are 26 teaching personnel, in total, who left the organization from 2015 to 2023, which is interpreted as significant.

Research on the dynamics between teachers and school heads is limited, primarily focusing on the interplay between two specific variables: organizational commitment and either servant leadership or transformational leadership. However, comprehensive studies that examine the interrelations among all three variables—servant leadership, transformational leadership, and organizational work commitment—remain largely unaddressed. Furthermore, there is a notable deficiency in thorough research within previous studies, which appears to be significant and deserving of further exploration in the educational context. An empirical examination of these matters is crucial for enhancing the quality of education, which necessitates school heads who can drive transformation within the educational system—an endeavor that relies heavily on their commitment.

In Region XI of the Philippines, there has been no research conducted on the interrelationships among these three variables. Consequently, this study seeks to fill the methodological and empirical voids identified in the existing literature. It is essential to explore the links between servant and transformational leadership styles and the organizational commitment of school leaders in different schools throughout the Davao Region to decrease teacher attrition rates.

## II. BODY OF ARTICLE

### Statement of the Problem

This study seeks to answer the following research questions:

1. What is the level of servant leadership skills of Davao Region school heads?
2. What is the extent of the transformational leadership styles of the Davao Region school heads?
3. What is the level of organizational commitment of Davao Region school heads?
4. What is the significant relationship between servant leadership and transformational leadership to organizational commitment?
5. Do servant and transformational leadership styles significantly predict the organization's commitment?

## III. METHODOLOGY

### Research Design

This research employed a correlational design to assess the degree of association between servant leadership, transformational leadership, and organizational commitment through statistical analysis. This design aims to identify and interpret the relationships among various factors. According to Curtis et al. (2016), this research approach is essential for evaluating prevalence, comprehending the connections between variables, and forecasting future occurrences based on current data and insights.

### Sampling

The study involved 398 school teachers chosen through cluster sampling from the eleven divisions of the Davao Region. The distribution of participants across the divisions was determined by the population size and adhered to the principles of cluster sampling. A key feature of cluster sampling is that it is a probability sampling technique frequently employed to investigate large populations, especially those that are geographically dispersed, such as the schools in Division XI.

### Analysis

Quantitative data is utilized to create tallies and frequencies, as well as to develop computer programs that organize the results and display them in tabular and graphical formats, expressed in percentages through the application of relevant statistical tools.

**Mean.** This was utilized to address statement problems 1, 2, and 3. Problem 1 involves evaluating the servant leadership qualities of school heads in the Davao Region as perceived by the participants. Problem 2 aims to assess the degree of organizational commitment among teachers towards their institution. Problem 3 seeks to determine the extent of transformational leadership styles exhibited by the school heads in the Davao Region, as evaluated by the teachers.

**Pearson *r*.** This was utilized to address statement problem 4 to confirm the significant relationship among servant leadership, transformational leadership, and organizational commitment.

**Multiple Regression Analysis.** This addressed problem 5, indicating that both servant leadership and transformational leadership styles are strong predictors of organizational commitment. Additionally, it also resolved problem 6, confirming that these leadership styles significantly influence the commitment of the organization.

Statistical software was utilized to conduct the Pearson *r* and multiple regression analyses, yielding both the correlation coefficient and the standardized beta coefficient for the quantitative section. The Pearson *r* correlation coefficient (*r*) is widely recognized as a standard method for assessing linear correlation. This coefficient ranges from  $-1$  to  $1$ , indicating the strength and direction of the relationship between two variables (Kwak and Kim, 2017). A change in one variable corresponds to a change in the same direction in the other variable. Conversely, multiple regression analysis examines the impact of multiple explanatory variables on a specific outcome of interest. It assesses the relative influence of these independent variables, such as servant leadership and transformational leadership, on the dependent variable, which is organizational commitment, while controlling for all other variables in the model (Verburg, 2014).

## IV. RESULTS AND DISCUSSION

### The Servant Leadership Skills of Davao Region Heads

Table 1 shows that servant leadership skills are very high ( $Mean = 4.27$ ,  $Sd = 0.472$ ). This indicates that the respondents perceive the school heads as strong servant leaders. Where, the school leader engages with teachers and administrative personnel in a collegial manner, fostering a friendly relationship rather than adopting a hierarchical approach, and endeavors to facilitate their work as much as possible (Ahmad et al., 2023). They are likely to prioritize the needs of their staff and students, empower their colleagues, and create a supportive and inclusive school environment. This leadership concept, as articulated by Jaramillo et al. (2015), emphasizes the importance of service, collaboration, teamwork, openness to listening, trust, and a positive mindset—as a result, individual growth, the empowerment of subordinates, and prioritizing the interests of others.

**Table 1. Level of Servant Leadership Skills**

Indicators	Mean	Sd	Description
Empowerment	4.45	0.544	Very High
Standing Back	4.34	0.647	Very High
Accountability	4.35	0.631	Very High
Forgiveness	3.68	0.958	High
Courage	4.15	0.701	High
Authenticity	4.20	0.665	High
Humility	4.27	0.589	Very High
Stewardship	4.48	0.577	Very High
Overall	4.27	0.472	Very High

Table 1 also shows a very high level of empowerment ( $Mean = 4.45$ ,  $Sd = 0.544$ ). This suggests that the school heads are highly skilled at empowering their colleagues and fostering a sense of autonomy and responsibility. School heads can form

judgments based on informed and rational opinions rather than being influenced by prevailing political trends (Al-Mahdy et al., 2016). Alfadli & Al-Mehaisen, 2019 added that the primary emphasis is on the engagement and cooperation of individuals within an organizational framework, directing their efforts toward a specified outcome or shared objective.

Consequently, the level of standing back is very high (Mean = 4.34, Sd = 0.647). This implies that the school heads are adept at trusting their colleagues to lead and take ownership of their work. When leaders observe that a member needs assistance or is facing limitations, they take a moment to reassess the situation (Farrington & Lillah, 2019). This aligns with servant leadership by allowing colleagues to develop their skills and take initiative. Correspondingly, Bilge et. al. (2022) claimed the aim is to offer individuals a chance to contribute their insights or feedback to the organization. Thus, leaders adopt a more passive role, permitting their teachers to operate independently and make decisions autonomously.

The level of accountability is very high (Mean = 4.35, Sd = 0.631). This indicates that school heads are highly accountable for their actions and decisions. They openly acknowledge accountability for their actions (Yasir & Mohamad, 2016). Along with this, they hold their colleagues to the same standard. Also, school heads assume accountability when faced with challenges in achieving progress or when experiencing a setback (Stewart, 2017). This demonstrates a commitment to ethical leadership and fostering a culture of accountability.

Apart from this, Table 1 shows that the level of forgiveness is high (Mean = 3.68, Sd = 0.958). This suggests that the school heads are generally forgiving of mistakes and are willing to give others a second chance. A leader who demonstrates forgiveness and seeks to understand the perspectives of others recognizes that truth is cultivated through respect, compassion, and the willingness to assist (Argandona, 2014). Through the act of forgiveness, school heads acknowledge the imperfections of individual teachers (Barclay and Saldanha, 2016). However, these imperfections do not solely define that person. The perspective of Adams et.al. (2015) further suggests that teachers are appreciated not merely for their errors or adverse behaviors but also for the numerous other strengths they possess, which can be depended upon in the future.

The level of courage is high (Mean = 4.15, Sd = 0.701). This indicates that the school heads are willing to take risks and stand up for what they believe in, even in the face of adversity. Servant leaders exhibit confidence, hope, optimism, resilience, and strong moral integrity (Liu et.al., 2018). In addition, courage in school heads ensures their commitment to the organization, as courage is inherently connected to their values and principles (Gratton et.al., 2019). It is influenced by internal and external factors, including school heads' characteristics, societal influences, values, beliefs, favorable conditions, and perceptions of risk (Detert and Bruno, 2021).

Furthermore, the degree of authenticity is notably high (Mean = 4.20, Sd = 0.665). This indicates that school leaders exhibit genuineness and sincerity in their interactions with others. They convey their true intentions, ensure their actions are consistent with their stated beliefs, actively seek out differing viewpoints, and invite feedback to improve their interpersonal relationships (Alilyyani et al., 2018). Such practices foster trust and rapport among colleagues, which is essential for effective servant leadership. Gatling et al. (2016) emphasized that this approach enhances the positive attitudes and behaviors of teachers, benefiting the organization as a whole.

Furthermore, Table 1 demonstrates that the level of humility is very high (Mean = 4.27, Sd = 0.589). This indicates that the school heads are humble and recognize the contributions of others. It also includes actions such as acknowledging errors, appreciating the strengths of team members, and sustaining a shared commitment to achieving success (Owens and Hekman, 2016). Walters and Diab (2016) highlighted humility as an essential element in promoting intrinsic motivation, psychological safety, and engagement among teachers. Hence, school heads' humility has the potential to enhance teachers' engagement with their tasks, foster a stronger commitment to the organization and their roles (Basford et al., 2014), and mitigate specific negative attitudes and harmful behaviors (Owens and Hekman, 2016).

Finally, the level of stewardship is very high (Mean = 4.48, Sd = 0.577). This suggests that the school heads are responsible stewards of resources and are committed to using them wisely. In addition, by fostering a sense of coherence among governance structures, policies, and procedures, school heads cultivate a sense of organizational purpose among the teachers (Torfing and Bentzen, 2020). This, in turn, as Van Der Maas (2017) explained, enhances the capacity to impact internal processes and gain a deeper understanding of the consequences of organizational actions.



### The Transformational Leadership Skills of Davao Region Heads

Table 2 illustrates that the skills associated with transformational leadership are notably high (Mean = 4.35, Sd = 0.463). This suggests that school leaders possess a strong ability to inspire and motivate teachers to reach their maximum potential. Consequently, this can lead to performance that surpasses expectations, thereby significantly enhancing their intrinsic motivation (Chang et al., 2020). Additionally, Koh et al. (2019) emphasized that transformational leaders, through effective communication, greatly impact teachers' emotions by fostering a sense of achievement and competence within them.

**Table 2. Level of Servant Leadership Skills**

Indicators	Mean	Sd	Description
Idealized Influence	4.30	0.550	Very High
Inspirational Motivation	4.33	0.684	Very High
Intellectual Stimulation	4.30	0.557	Very High
Individualized Consideration	4.46	0.546	Very High
Overall	4.35	0.463	Very High

Table 2 further shows that the level of idealized influence is very high (Mean = 4.30, Sd = 0.550). This suggests that the school heads are seen as role models by their colleagues and are highly respected. Transformational leaders employ idealized influence and provide inspirational motivation by articulating a compelling collective vision (Diebeg et al., 2017). This vision imparts a significant understanding of the team's objectives as conveyed by the school head, thereby enhancing teachers' intrinsic motivation. Moreover, transformational school heads foster positive outcomes, including optimism and heightened self-interest among all teachers (Gilbert et al., 2016), ultimately contributing to increased enjoyment and organizational commitment related to their tasks.

The degree of inspirational motivation is notably high (Mean = 4.33, Sd = 0.684). This suggests that school leaders possess exceptional abilities in motivating and inspiring their colleagues to reach their objectives. These leaders encourage and uplift their teachers to surpass their potential by addressing their needs, nurturing an environment of trust and confidence, and urging their team members to prioritize the organization's interests over personal concerns (Sadia and Akram, 2018). This process includes articulating a compelling vision, igniting passion, and instilling a sense of purpose and significance. By fostering optimism and enthusiasm, school heads cultivate trust among their followers, motivating them to exceed expectations (Sahibzada et al., 2016).

Subsequently, the table shows that the level of intellectual stimulation is very high (Mean = 4.30, Sd = 0.557). This suggests that the school heads are highly skilled in challenging their colleagues to think critically and creatively. Transformational school heads foster a diverse and inclusive atmosphere that promotes innovation among teachers (Gelis et al., 2020). They also empower teachers to address work-related challenges and demonstrate a greater understanding of how to navigate these obstacles effectively (Dappa et al., 2019). This entails promoting creativity, exploration, and effective problem-solving while cultivating an environment that values ongoing learning and enhancement.

Table 14 shows that the level of individualized consideration is very high (Mean = 4.46, Sd = 0.546). This indicates that the school heads are highly skilled in providing individual attention and support to their colleagues. Abbas and Ali (2023) stated that a transformational school head serves as a coach to their teachers by fostering an environment conducive to learning, achievement, and personal development (Ayman and Lauritsen, 2018). They present challenging tasks, evoke emotions, and cultivate a climate of trust. This involves coaching, mentoring, and providing personalized feedback, which helps to build strong relationships and foster a sense of belonging (Ter Halle, 2016). It was further indicated that when teachers have confidence in their school heads, they tend to exhibit comparable loyalty toward them.

### The Organizational Commitment of Davao Region Heads

Table 3 indicates a high level of organizational commitment, with a mean score of 4.20 and a standard deviation of 0.584. This finding implies that school leaders demonstrate a strong dedication to their organization and its objectives. Their contributions are considered essential for the success of the school (Lee et al., 2020). Furthermore, they are ready to devote their time, energy, resources, and expertise to fulfill these goals (Chen and Geyer, 2020). They are likely committed to the organization's mission and vision, showing a willingness to exert additional effort to meet its aims.

Table 3. Level of Organizational Commitment Skills

Indicators	Mean	Sd	Description
Affective Commitment	4.29	0.69	Very High
Continuance Commitment	4.03	0.73	High
Normative Commitment	4.19	0.64	High
Overall	4.20	0.584	High

Correspondingly, Table 3 shows that the level of affective commitment is very high (Mean = 4.29, Sd = 0.689). This indicates that the leaders of the school possess a deep emotional connection to their institution. Adeyemo et al. (2015) specified that school heads appreciate the organization's atmosphere and culture, deriving a sense of satisfaction from fulfilling their job responsibilities. They are also likely to feel a sense of pride and belonging and are enthusiastic about their work (Koo et al., 2020).

The degree of continuance commitment is notably elevated (Mean = 4.03, Sd = 0.726). This indicates that school leaders are inclined to remain with their institutions because of the perceived costs linked to leaving. Their decision to uphold their commitment is influenced by elements such as length of service, positional authority, or tenure, as they believe that resigning would lead to considerable disadvantages (Singh & Gupta, 2015). They may have substantial investments in their job, such as seniority, benefits, or specialized skills, and they may perceive few attractive alternatives. This means that school heads' association with the organization is based on an ongoing assessment of economic benefits gained by remaining with the organization (Bashir and Long, 2015).

Likely, the table illustrates that the level of normative commitment is high (Mean = 4.19, Sd = 0.635). This suggests that the school heads feel a sense of obligation to stay with their organization. Hence, they maintain their commitment due to ethical considerations (Singh & Gupta, 2015). Correspondingly, school heads may feel a moral duty to remain loyal, or they may believe that it is the right thing to do. This suggests they continue their commitment to the organization due to a sense of duty to reciprocate for the investments made in them, such as those related to training and development (Jung and Yoon, 2015). They have a sense of duty from their perceived connection to the organization's objectives.

#### Relationship of Servant and Transformational Leadership on Organizational Commitment

Table 4 shows that servant leadership skills demonstrated a significant moderate positive linear relationship with organizational commitment ( $r = 0.5958$ ,  $p < 0.001$ ). It serves as a precursor to commitment to school heads, as it encompasses societal, organizational, employee-centered, and ethical dimensions to a greater extent than other leadership styles (Eva et al., 2019). Gutierrez-Broncano et al. (2024) further explained that servant school heads prioritize the progress of society or the broader community, as well as the development of an organization and its members, rather than concentrating on personal interests.

Conversely, the skills associated with transformational leadership exhibited a minimal correlation ( $r = -0.0008$ ,  $p = 0.9875$ ), indicating a lack of a significant relationship between transformational leadership and organizational commitment. The study conducted by Meyer et al. (2002) highlighted that while transformational leadership can enhance certain aspects of the behavior of school leaders, it does not reliably predict organizational commitment across different contexts. The findings suggested that individual variances and contextual elements could affect this relationship.

Table 4. Correlation Analysis of Two Leadership Skills and Organizational Commitment

Dependent Variable	Independent Variable	$r$	$p$
Organizational Commitment	Servant Leadership Skills	0.5958	< 0.0001
	Transformational Leadership Skills	-0.0008	0.9875

#### Effects of Two Leadership Skills on Organizational Commitment

Linear regression analysis was employed to assess the relationship between independent variables and a single dependent variable. Additionally, this method was used to identify which independent variable or variables significantly influence the

dependent variable. Table 5 shows that there is a regression relation ( $F = 109.3292$ ,  $p < 0.001$ ) between the two leadership skills ( $X_i$ ) and organizational commitment ( $Y$ ). This indicates that the two leadership skills collectively have a predictive relationship with organizational commitment (Hong and Lee, 2017), indicating that changes in leadership skills can explain some variations in organizational commitment.

**Table 5. F-Test for Regression Relation**

Source	Sum of Squares	df	Mean Square	F	p
Regression	48.2779	2	24.1389	109.3292	< 0.001
Residual	87.2126	395	0.2208		
Total	135.4905	397			

The regression analysis presented in Table 6 demonstrates that the skill of servant leadership has a significant impact on organizational commitment, evidenced by a  $p$ -value of less than 0.05 ( $p < 0.001$ ). Conversely, the influence of transformational leadership skills is not statistically significant, as indicated by a  $p$ -value of 0.3555, which surpasses the threshold for significance.

The coefficient for servant leadership skill ( $\beta_1 = 0.7404$ ) indicates that a one-unit rise in servant leadership skill corresponds to an increase of 0.7404 units in the estimated level of organizational commitment, assuming all other variables remain unchanged. This finding highlights the significant and positive impact of servant leadership skills on organizational commitment (Canavesi and Minelli, 2021).

**Table 6. The Estimated Coefficients in the Linear Regression Model**

	Coefficients	se	t	p
(Intercept)	0.8325	0.3187	2.6117	0.0094
Servant Leadership Skill	0.7404	0.0501	14.7871	< 0.001
Transformational Leadership Skill	0.0473	0.0511	0.9251	0.3555

## V. CONCLUSION

The findings of the research titled "A Convergent Study on Servant Leadership and Transformational Leadership Styles Towards Organizational Commitment of School Heads" underscore the significant relationship between leadership styles and the commitment levels of school leaders. This study highlights how both servant and transformational leadership approaches contribute to fostering a strong sense of dedication among school heads, ultimately enhancing organizational effectiveness.

Moreover, the analysis reveals that integrating elements of both leadership styles can lead to improved outcomes in educational settings. By prioritizing the needs of their teams and inspiring a shared vision, school heads can cultivate an environment that promotes collaboration and commitment. This dual approach not only benefits the leaders themselves but also positively impacts the entire school community.

In conclusion, the research emphasizes the importance of adopting a multifaceted leadership strategy that combines the principles of servant and transformational leadership. Such an approach is essential for developing committed school heads who can effectively navigate the challenges of educational leadership and drive their institutions toward success.

## REFERENCES

- [1] Abbas, M., & Ali, R. (2023). Transformational versus transactional leadership styles and project success: A meta-analytic review. *European Management Journal*, 41(1), 125–142. <https://doi.org/10.1016/j.emj.2021.10.011>
- [2] Adams, G. S., Zou, X., Inesi, M. E., and Pillutla, M. M. (2015). Forgiveness is not always divine: when expressing forgiveness makes others avoid you. *Organ. Behav. Hum. Decis. Process.* 126, 130–141. doi: 10.1016/j.obhdp.2014.10.003
- [3] Adeyemo, DA., Dzever, LT, and Lambert NJ. 2015. Organizational climate, leadership style and emotional intelligence as predictors of quality of work life among bank workers in Ibadan, Nigeria. *Eur Sci J*; 11(4): 110-30



- [4] Ahmad, B., Batool, A., & Abdullah, N. 2023. Perceived Servant Leadership Style of Principals Correlates with Job Satisfaction of Secondary School Teachers in Pakistan. *IJELM –International Journal of Educational Leadership and Management* Vol 11No.1January 2023.
- [5] Alam, A. (2011). Evaluation of Allen and Meyer's Organizational Commitment Scale: A Cross-Cultural Application in Pakistan. [file:///C:/Users/sicna/Downloads/EvaluationofAllenandMeyersOrganizationalCommitmentScale-Abdullah%20\(1\).pdf](file:///C:/Users/sicna/Downloads/EvaluationofAllenandMeyersOrganizationalCommitmentScale-Abdullah%20(1).pdf)
- [6] Alilyyani, B., Wong, C. A., and Cummings, G. G. (2018). Antecedents, mediators, and outcomes of authentic leadership in healthcare: a systematic review. *Int. J. Nurs. Stud.* 83, 34–64. doi: 10.1016/j.ijnurstu.2018.04.001
- [7] Alkalha, Z., Al-Zu'bi, Z., Al-Dmour, H., & Alshurideh, M. (2012). Investigating the Effects of Human Resource Policies on Organizational Performance: An Empirical Study on Commercial Banks Operating in Jordan. *European Journal of Economics, Finance and Administrative Sciences*, 51, 44-64.
- [8] Alam, A. (2011). Evaluation of Allen and Meyer's Organizational Commitment Scale: A Cross-Cultural Application in Pakistan. [file:///C:/Users/sicna/Downloads/EvaluationofAllenandMeyersOrganizationalCommitmentScale-Abdullah%20\(1\).pdf](file:///C:/Users/sicna/Downloads/EvaluationofAllenandMeyersOrganizationalCommitmentScale-Abdullah%20(1).pdf)
- [9] Allen, F. Allen, A. Demirgüç-Kunt, L. Klapper, M.S.M. Peria. 2016. The foundations of financial inclusion: understanding ownership and use of formal accounts *J. Financ. Intermed.*
- [10] Allen GP, Moore WM, Moser LR, Neill KK, Sambamoorthi U, Bell HS. 2016. The Role of Servant Leadership and Transformational Leadership in Academic Pharmacy. *Am J Pharm Educ.* ;80(7):113. doi: 10.5688/ajpe807113. PMID: 27756921; PMCID: PMC5066916.
- [11] Al-Mahdy, Y. F., Al-Harhi, A. S., & Salah El-Din, N. S. (2016). Perceptions of school principals' servant leadership and their teachers' job satisfaction in Oman. *Leadership and Policy in Schools*, 15(4), 543-566. <https://dx.doi.org/10.1080/15700763.2015.104703>
- [12] Alsayyed, N., Suifan, T., Sweis, R., & Kilani, B. (2020). The impact of transformational leadership on organisational performance case study: the University of Jordan. <https://ideas.repec.org/a/ids/ijbexc/v20y2020i2p169-190.html>
- [13] Argandona, A. (2014). Humility in management. *Journal of Business Ethics*, 132, 63-71. <https://doi.org/10.1007/s10551-014-2311-8>
- [14] Ayman, R., & Lauritsen, M. (2018). Contingencies, context, situation, and leadership. In J. Antonakis & D. V. Day (Eds.), *The nature of leadership* (3rd ed., pp. 138–166). Sage Publications. <https://doi.org/10.4135/9781506395029.n6>
- [15] Barclay, L.J. and Saldanha, M.F. (2016), "Facilitating forgiveness in organizational contexts: exploring the injustice gap, emotions, and expressive writing interventions", *Journal of Business Ethics*, Vol. 137 No. 4, pp. 699-720.
- [16] Basford, T. E., Offermann, L. R., and Behrend, T. S. (2014). Please accept my sincerest apologies: examining follower reactions to leader apology. *J. Bus. Ethics* 119, 99–117. doi: 10.1007/s10551-012-1613-y
- [17] Bashir, N., & Long, C. S. (2015). The relationship between training and organizational commitment among academicians in Malaysia. *Journal of Management Development*, 34(10), 1227-1245. doi: 10.1108/JMD-01-2015-0008.
- [18] Bilge, H., Virlanuta, F. O. Zungun, D., barbuta-Misu, N., Comuk, P., & Guven, E. T. A. (2021). Generation Y's perception
- [19] Brasfield, M. W., Lancaster, C., & Xu, Y. J. (2019). Wellness as a mitigating factor for teacher burnout. *Journal of Education*, 199(3), 166–178. <https://doi.org/10.1177/0022057419864525>
- [20] Canavesi A, & Minelli E. 2021. Servant Leadership: a Systematic Literature Review and Network Analysis. *Employ Respons Rights J.* 2022;34(3):267–89. doi: 10.1007/s10672-021-09381-3. PMCID: PMC8476984.
- [21] Chang Y, Hou RJ, Wang K, Cui AP, Zhang CB (2020) Effects of intrinsic and extrinsic motivation on social loafing in online travel communities. *Comput Hum Behav* 109:106360

- [22] Chen, X. and Geyer,P. 2022. “Machine assistance in energy-efficient building design: A predictive framework toward dynamic interaction with human decision-making under uncertainty,” *Applied Energy*, vol. 307, p. 118240, doi: 10.1016/j.apenergy.2021.118240.
- [23] Curtis EA, Comiskey C, Dempsey O. Importance and use of correlational research. *Nurse Res.* 2016 Jul;23(6):20-5. doi: 10.7748/nr.2016.e1382. PMID: 27424963.
- [24] Dappa, K., Bhatti, F., & Aljarah, A. (2019). A study on the effect of transformational leadership on job satisfaction: The role of gender, perceived organizational politics and perceived organizational commitment. *Management Science Letters*, 9(6), 823– 834
- [25] De Lima Rua, O. M. M. M., & Costa Araújo, J. M. (2016). Linking transformational leadership and organizational trust: has organizational commitment a mediating effect on it? *Cuadernos de Gestion*, 16(1), 43–62. <https://doi.org/10.5295/cdg.140484om>
- [26] Detert, J., & Bruno, E. (2021). The courage to be candid. *MIT Sloan Management Review*, 62(4), 66-73. <https://sloanreview.mit.edu/article/the-courage-to-be-candid/>
- [27] Diebig M, Bormann KC, Rowold J (2017) Day-level transformational leadership and followers’ daily level of stress: a moderated mediation model of team cooperation, role conflict, and type of communication. *Eur J Work Organ Psychol* 26(2):234–249
- [28] Dierendonck, D., & Nuijten, I. (2010). The Servant Leadership Survey: Development and Validation of a Multidimensional Measure. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3152712/>
- [29] Eva, N., Robin, M., Sendjaya, S., Van Dierendonck, D., and Liden, R. C. (2019). Servant leadership: a systematic review and call for future research. *Leadersh. Q.* 30, 111–132. doi: 10.1016/j.leaqua.2018.07.004
- [30] Farrington SM, Lillah R. Servant leadership and job satisfaction within private healthcare practices. *Leadersh Health Serv (Bradf Engl)*. 2019 Jan 24;32(1):148-168. doi: 10.1108/LHS-09-2017-0056. Epub 2018 Apr 18. PMID: 30702036.
- [31] Gatling, A., Kang, H., and Kim, J. (2016). The effects of authentic leadership and organizational commitment on turnover intention. *Leadersh. Organ. Dev. J.* 37, 181–199. doi: 10.1108/LODJ-05-2014-0090
- [32] Gilbert S, Horsman P, Kelloway EK (2016) The motivation for transformational leadership scale. *Leadersh Organ Dev J* 49(6):459–467
- [33] Geliş Tarihi, Kabul Tarihi, Makale Turu (2020). Effect of Transformational Leadership on job performance and job satisfaction. *Osmaniye Korkut Ata University, Journal of Economics and Administrative Sciences*, Vol: 4, Issue: 1, June 2020, pp. 56-67
- [34] Gratton, L., Rock, D., Voelker, J., & Welsh, T. (2019, December 5). Redefining the role of the leader in the reskilling era. *McKinsey*. <https://www.mckinsey.com/capabilities/people-andorganizational-performance/our-insights/redoing-the-role-of-the-leader-in-the-reskillingera#/>
- [35] Gutierrez-Broncano, S., Linuesa-Langreo, J., Ruiz-Palomino, P., and YáñezAraque, B. (2024). General manager servant leadership and firm adaptive capacity: the heterogeneous effect of social capital in family versus nonfamily firms. *Int. J. Hosp. Manag.* 118:103690. doi: 10.1016/j.ijhm.2024.1 03690
- [36] Holmes, B., Parker, D. J., & Gibson, J. (2019). Rethinking teacher retention in hard-to-staff schools. *Contemporary Issues in Education Research (CIER)*, 12(1), 27–32. <https://doi.org/10.19030/cier.v12i1.10260>
- [37] Hong, A. & Lee, H. 2017. The Effects of Transformational Leadership and Servant Leadership on Job Satisfaction and Organizational Commitment: Focusing on the Senior Workers. *Journal of Global Management* Volume 14. DO 10.38115/asgba.2017.14.5.153

- [38] Jaramillo, F., Bande, B., & Varela, J. (2015). Servant leadership and ethics: A dyadic examination of supervisor behaviors and salesperson perceptions. *Journal of Personal Selling & Sales Management*, 35(2), 108-124. <https://doi.org/10.1080/08853134.2015.1010539>
- [39] Jung, H. S., & Yoon, H. H. (2016). What does work mean to hospitality employees? The effects of meaningful work on employees' organizational commitment: The mediating role of job engagement. *International Journal of Hospitality Management*, 53, 59-68.
- [40] Koh, D., Lee, K., & Joshi, K. (2019). Transformational leadership and creativity: A meta-analytic review and identification of an integrated model. *Journal of Organizational Behavior*. Volume 40. DO. 10.1002/job.2355
- [41] Koo, B., Yu, J., Chua, B.L., Lee, S., & Han, H. (2020). Relationships among emotional and material rewards, job satisfaction, burnout, affective commitment, job performance, and turnover intention in the hotel industry. *J Qual Assur Hosp Tour* 2020; 21(4): 371-401
- [42] Kwak SK, Kim JH. Statistical data preparation: management of missing values and outliers. *Korean J Anesthesiol*. 2017;70:407-411.
- [43] Lee, A., Nie, Y and Bai, B. (2020). "Perceived principal's learning support and its relationships with psychological needs satisfaction, organisational commitment and change-oriented work behaviour: A Self-Determination Theory's perspective," *Teaching and Teacher Education*, vol. 93, p. 10307, doi: 10.1016/j.tate.2020.103076.
- [44] Liu, Y., Fuller, B., Hester, K., Bennett, R.J., & Dickerson, M.S. (2018). Linking authentic leadership to subordinate behaviors. *Leadership & Organization Development Journal*, Vol. 39 No. 2, pp. 218-233. <https://www.emerald.com/insight/content/doi/10.1108/LODJ-12-2016-0327/full/html>
- [45] Lopez, N.L. & Irene, E.A. (2017). Motivation and Commitment to Teaching among Pre-Service Teachers of a State University in Samar, Philippines. *Journal of Academic Research*, 2(3), 18-29.
- [46] Mason, S. & Matas, C.P. (2015). Teacher Attrition and Retention Research in Australia: Towards a New Theoretical Framework. *Australian Journal of Teacher Education*, 40(11), 45-66. doi: 10.14221/ajte.2015v40n11.3
- [47] Meraku, A. (2017). "Role of Leadership in Organizational Effectiveness," *Journal of Economics, Business and Management* vol. 5, no.11, pp. 336-340, 2017.
- [48] Meyer, et al. (2002) Affective, Continuance, and Normative Commitment to the Organization: A Meta-Analysis of Antecedents, Correlates, and Consequences. *Journal of Vocational Behavior*, 61, 20-52. <http://dx.doi.org/10.1006/jvbe.2001.1842>
- [49] Obeidat, B., Masa'deh, R. and Abdallah, A. (2014) The Relationship among Human Resource Management Practices, Organizational Commitment, and Knowledge Management Processes: A Structural Equation Modeling Approach. *International Journal of Business and Management*, 9, 9-26. <https://doi.org/10.5539/ijbm.v9n3p9>
- [50] Ortega-Dela Cruz, R.A. (2016). Attrition of Private and Public School Teachers: A Comparative Analysis. *Advances in Social Research*, 2(1), 29-32
- [51] Owens, B. P., & Hekman, D. R. (2016). How does leader humility influence team performance? Exploring the mechanisms of contagion and collective promotion focus. *Academy of Management Journal*, 59(3), 1088-1111. <https://doi.org/10.5465/amj.2013.0660>
- [52] Palis, A. (2014). A Phenomenological Exploration of Teacher Attrition as Experienced by Former School Teachers (master's thesis). De La Salle University – Manila, Manila, Philippines.
- [53] Philippine Statistics Authority. (2016). 2016 Occupational Wages Survey (OWS). Retrieved May 22, 2019, from the Philippine Statistics Authority website: <https://psa.gov.ph/content/2016-occupational-wages-survey-ows>
- [54] Sadia, A., & Akram, A. (2018). Transformational leadership and organizational performance: The mediating role of organizational innovation. *SEISENSE Journal of Management*, 1(3), 59-75. <https://doi.org/10.33215/sjom.v1i3.28>

- [55] Sahibzada, S., Jan, S., & Khan, A. (2016). Role of leaders' idealized influence and inspirational motivation on employees' job satisfaction. *University of Haripur Journal of Management*, 1(2), 86–92. file:///C:/Users/HP/Downloads/UOH-0009-86-92-16-08-2017.pdf
- [56] Sarvi, J., Munger, F., & Pillay, H. (2015). Transition to K-12 Education Systems: Experience from Five Case Countries. Retrieved April 8, 2019, from the Asian Development Bank website: <https://eprints.qut.edu.au/91638/1/transitions-k12-education.pdf>
- [57] Shuls, J. V., & Flores, J. M. (2022). Improving teacher retention through support and development. *Journal of Education Leadership and Policy Studies*, 4.
- [58] Singh, A., & Gupta, B. (2015). Job involvement, organizational commitment, professional commitment, and team commitment. *Benchmarking: An International Journal*, 22(6), 1192-1211. doi:10.1108/BIJ-01-2014-0007
- [59] Stewart, J. G. (2017). The importance of servant leadership in schools. *International Journal of Business Management and Commerce*, 2(5), 1-5. <https://dx.doi.org/10.15740/has/ijcbm/10.2>
- [60] Ter Halle, Y. (2016). Influence of leader and follower behaviour on employee voice, team task responsibility, and team effectiveness. *University of Twente Student Theses*.
- [61] Torfing, J., & Bentzen, T. O. (2020). Does Stewardship Theory Provide a Viable Alternative to Control-Fixated Performance Management? *Administrative Sciences*, 10, Article No. 86. <https://doi.org/10.3390/admsci10040086>
- [62] VAKAVA Statistics. (2017). Retrieved February 2018, from <https://www.helsinki.fi/fi/verkostot/vakava/vakava-koe/tilastoja>.
- [63] Van der Maas, A. (2017). Mastering Strategy Implementation. <https://arnoudvandermaas.com/mastering-strategy>
- [64] Verburg I. (2014) Comparison of regression methods for modeling intensive care length of stay. *PLoS ONE*; 9(10):e109684.
- [65] Walters, K. N., and Diab, D. L. (2016). Humble leadership: implications for psychological safety and follower engagement. *J. Leadersh. Stud.* 10, 7–18. doi: 10.1002/jls.21434
- [66] Yasir, M., & Mohamad, N. A. (2016). Ethics and morality: Comparing ethical leadership with servant, authentic and transformational leadership styles. *International Review of Management and Marketing*, 6(4), 310-316. <https://dergipark.org.tr/tr/download/article-file/366960>.