



American Journal of Multidisciplinary Research and Innovation (AJMRI)

ISSN: 2158-8155 (ONLINE), 2832-4854 (PRINT)

VOLUME 4 ISSUE 3 (2025)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

The Mediating Effect of Job Satisfaction on the Relationship between Transformational Leadership and Organizational Commitment

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Article Information

Received: February 08, 2025

Accepted: March 06, 2025

Published: April 22, 2025

Keywords

Job Satisfaction, Mediating Effect, Organizational Commitment, Philippines, Transformational Leadership

ABSTRACT

This study determined the mediating effect of job satisfaction on the relationship between transformational leadership and organizational commitment among public-school teachers in the Division of Davao del Sur. Using a non-experimental quantitative research design, the study employed descriptive-correlational techniques and statistical tests, including mean, Pearson r , and Sobel Z test. Data were gathered using structured questionnaires distributed to a sample selected through stratified random sampling, ensuring representation from various schools within the division. The findings revealed notably high levels of transformational leadership, organizational commitment, and job satisfaction among the teacher-respondents. Results indicated correlations between transformational leadership and both organizational commitment and job satisfaction, as well as a significant correlation between job satisfaction and organizational commitment. Moreover, job satisfaction was found to have a partial mediating effect, as demonstrated by the Sobel Z test. These findings align with Social Exchange Theory, highlighting how transformational leadership positively influences job satisfaction and organizational commitment. This research provides valuable insights into leadership dynamics, emphasizing the critical role of transformational leadership in fostering enhanced employee attitudes and commitment within educational settings.

INTRODUCTION

In the educational landscape, organizational commitment among public school teachers is a crucial determinant of institutional effectiveness and teacher retention. Despite its significance, challenges persist in aligning teachers' commitment with the transformative vision of educational leaders. Drawing on the findings of Hussain *et al.* (2023), which highlight the persistent issue of organizational commitment among educators, it becomes evident that fostering a sense of dedication and loyalty among teachers remains an ongoing challenge. This underscores the need for further investigation into the factors influencing teachers' commitment levels and leadership practices' potential role in effectively addressing this issue.

Corollary to this, organizational commitment plays a crucial part in assessing if an employee will remain within the group for an extended duration of time. Thus, the research confirms that an effective and continuous commitment significantly mediates the relationship between career advancement and employee intention to leave. Crucially, when people are dedicated to their firm, they share the organization's aspirations, purpose, and objectives, boosting motivation. They work harder to become self-sufficient, set higher goals, and achieve more. Additionally, teachers' organizational dedication is essential to the school's continued existence. Therefore, it shows an employee's attitude and sincerity (Al Balushi *et al.*, 2022; Apriliansyah & Djamil, 2023).

Moreover, research shows a strong positive relationship between transformational leadership and organizational commitment. Transformational leaders inspire and

motivate employees, fostering loyalty and dedication, which is vital for long-term success. Practices like individualized consideration and inspirational motivation help employees align their personal goals with organizational objectives, enhancing commitment. By building trust and engagement, transformational leaders encourage more significant investment in roles, improving organizational cohesion and productivity and boosting overall performance (Jiatong *et al.*, 2022; Li & Liu, 2020; Susilawati *et al.*, 2021).

Recent studies reveal that transformational leadership significantly boosts job satisfaction by creating a supportive and inspiring work environment. This leadership style fosters innovation, empowers employees with autonomy, and builds mutual trust and respect. By valuing and recognizing employees, transformational leaders enhance motivation and fulfillment. They promote cooperation and resilience in facing challenges through charisma and teamwork, aligning leadership practices with employee satisfaction and commitment. Additionally, the emphasis on personal development and individualized support contributes to a sense of belonging and loyalty, further strengthening job satisfaction and organizational commitment (Celeste, 2020; Kotamena *et al.*, 2020; Chen *et al.*, 2021; Mahzan & Nordin, 2021; Needle, 2021).

In addition, research highlights a positive correlation between job satisfaction and organizational commitment, where higher levels are associated with more significant commitment to the organization. Employees who are satisfied with their roles have a higher chance of being deeply attached to their organization, resulting in

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increased commitment. This relationship is crucial in ensuring employees remain dedicated and motivated to contribute to organizational goals. Job satisfaction, influenced by work conditions, leadership, and career growth opportunities, significantly impacts employees' commitment to their employers. Moreover, when employees experience job satisfaction, they are more prone to act in specific ways that benefit the organization, including improved performance and higher retention rates. Thus, fostering a work environment that maximizes job satisfaction is a key strategy for enhancing organizational commitment (Alif Hiola & Hanurawan, 2022; Goetz & Wald, 2022; Sacramento, 2023).

Moreover, recent research highlights key gaps in understanding the relationship between transformational leadership, job satisfaction, and organizational commitment. Studies emphasize the importance of examining this dynamic in diverse cultural and industry contexts, as most research has been conducted outside the Philippines, particularly in Western or non-educational settings. For example, research from Pakistan suggests that the generalizability of findings across cultures and organizational sectors remains unclear (Chen *et al.*, 2021; Khan *et al.*, 2022).

In addition, there is a limited exploration of contextual factors such as tenure, organizational focus, or the public education sector and how these may influence the mediating role of job satisfaction. Consequently, existing studies emphasize the need for more localized investigations to address these gaps, including longitudinal research designs and sector-specific analyses to clarify causal relationships and applicability. Furthermore, the research gap is evident in the lack of studies examining the mediating effect of job satisfaction on the relationship between transformational leadership and organizational commitment, particularly among public school teachers in the Division of Davao del Sur. While prior research has addressed these variables in various contexts, empirical evidence within the educational setting of Davao del Sur remains scarce. Therefore, understanding how transformational leadership shapes job satisfaction and organizational commitment in this unique setting is critical for addressing the challenges educators face in this division (Khoso *et al.*, 2021; Malik & Shahzad, 2022).

Thus, the urgency of this study lies in its effort to address critical gaps in understanding the interconnectedness of these three variables (transformational leadership, job satisfaction, and organizational commitment). Teachers are essential in determining the direction of education, and their satisfaction and commitment significantly influence student outcomes and institutional success. Despite existing studies in broader contexts, educators' unique challenges in this division, such as resource limitations and cultural factors, remain underexplored. By identifying how transformational leadership fosters job satisfaction and enhances organizational commitment, this research aims to provide evidence-

based insights to support leadership development and improve teacher retention, ultimately contributing to the advancement of public education in the Philippines.

Research Objectives

The main goal of the research is to find out the mediating effect of job satisfaction on the relationship between transformational leadership and organizational commitment among public elementary school teachers in the Department of Education, Division of Davao del Sur.

The investigation responded to the following objectives

To measure the level of transformational leadership in terms of

1. charisma,
2. social,
3. vision,
4. transactional,
5. delegation, and
6. execution.

To measure the level of organizational commitment in terms of

1. affective commitment,
2. continuance commitment, and
3. normative commitment.

To measure the level of job satisfaction among public school elementary teachers.

To measure the significant relationship between :

1. transformational leadership and organizational commitment,
2. transformational leadership and job satisfaction, and
3. job satisfaction and organizational commitment.

To find out the mediating effect of job satisfaction on the relationship between transformational leadership and organizational commitment.

LITERATURE REVIEW

This section covers topics organized by themes, drawing from books, journals, articles, and other credible sources found in academic papers and research. These references support a more detailed explanation of each aspect of the study, offering a deeper understanding and additional insights into the topic.

Transformational Leadership

In the existing literature, transformational leadership mediates the connection between self-concept and organizational commitment in Caraga, Davao Oriental, highlighting its pivotal role in shaping teachers' attitudes and dedication. The study suggests that fostering a positive self-concept and a strong sense of belonging through transformational leadership practices can lead to a more committed and effective teaching workforce in these districts. Moreover, transformational

leadership significantly impacts teachers' self-efficacy, job performance, and subsequent organizational commitment among public school teachers in Region XI, Philippines. This implies that by fostering a supportive and inspiring work environment through transformational leadership practices, the Department of Education can enhance teachers' commitment and overall effectiveness in the region's public schools (Cabayag & Guhao, 2024; Jeck & Apostol, 2024). Moreover, transformational leaders drive change, create a revelation of a better upcoming, and inspire their followers to enhance their abilities. Studies show that transformational leadership promotes organizational innovation and positively impacts staff performance by motivating and inspiring others. Managers must foster positive communication and relationships with employees to ensure they align with the company's goals. Individual consideration in transformational leadership positively impacts employee performance through personalized support and encouragement (Asbari *et al.*, 2020; O'Reilly & Chatman, 2020; Top *et al.*, 2020). Thus, the works on transformational leadership underscores the effectiveness of this leadership style in establishing a constructive workplace in any organization, a point emphasized in this research study. Moreover, when leaders understand how to motivate their employees, it leads to happiness and fulfillment in their roles and responsibilities. Consequently, this factor becomes essential in promoting job satisfaction among workers, particularly in organizations like the Department of Education, where achieving high efficiency and productivity in operations is crucial.

Organizational Commitment

Organizational commitment creates an environment that values continuous learning, public service motivation, and supportive leadership, which can lead to higher commitment and performance among private schools' library personnel in Region XI, Philippines. These factors are essential in shaping workers' dedication and effectiveness throughout an entity that collaborates for a specific goal. Hence, positive organizational culture and good organizational health are crucial factors for enhancing commitment among Davao Prison and Penal Farm correctional officers. To enhance commitment, researchers suggest leadership training for supervisors and developing a reward system for employees to motivate them and maintain commitment as intrinsic and extrinsic work values are significant to organizational commitment in the University of Mindanao Tagum College (Arsenal *et al.*, 2021; Caballero & Guhao, 2020; Taganas & Nabe, 2023). Furthermore, organizational commitment is closely tied to a person's organizational behavior, shaping their identity. Enhancing teachers' commitment can be accomplished by enhancing teamwork, implementing situational leadership strategies, and fostering self-efficacy. Utilizing effective management and leadership

approaches is essential for boosting employee commitment and improving performance. Emotional intelligence is a key factor in organizational commitment, highlighting the significance of employing strategic human resource management practices (Bancoro, 2023; Buñao & Dura, 2023; Koswara *et al.*, 2021).

Thus, gathered literature on organizational commitment shows that it is an effective variable to boost the workers' work performance if appropriately managed by leaders. Moreover, it has a significant role in minimizing the attrition rate of employees. Thus, the employees' desire to remain in their jobs can create more experienced and brilliant workers as they would learn daily on their jobs. On the other hand, these workers have enthusiasm and trouble-shooting skills and are always an asset in a specific type of organization.

Job Satisfaction

Academics and practitioners alike have come to acknowledge the value of job satisfaction because it helps predict important outcomes related to organizational effectiveness. Moreover, it is a crucial first step in reaching more excellent standards of output, responsiveness, quality, and recognition in service. In addition, job satisfaction plays a crucial role in mediating the relationship between teamwork skills and the work values of elementary public school teachers in Davao Del Sur, highlighting the importance of fostering a positive work environment and effective team dynamics to enhance overall job satisfaction and work values among teachers (Ali & Anwar, 2021; Sessa & Bowling, 2021; Quines & Saycon, 2023).

Similarly, job satisfaction significantly influences employee performance and their perception of job safety, contributing to their dedication, adherence to instructions, and concern for themselves and others. It also reflects their feelings and attitudes toward work-life, highlighting their challenges and experiences in the workplace. A positive work environment fosters motivation, resilience, and engagement, leading to better performance and productivity. Therefore, organizations prioritize improving job performance by enhancing job satisfaction, as it directly impacts employees' well-being, job retention, and overall efficiency. In the education sector, this is particularly evident in the critical role job satisfaction plays in enhancing teaching effectiveness among public secondary school teachers in the Davao Region, as demonstrated by previous studies (Dziuba *et al.*, 2020; Katebi *et al.*, 2021; Seville & Guhao, 2023).

MATERIALS AND METHODS

The study's target population comprised 2660 public school elementary teachers affiliated with DepEd-Region XI. These educators are permanent teachers who formed a diverse group within the education sector, sharing typical roles in shaping young minds, managing complex classroom dynamics, and upholding the responsibility of providing quality education. To determine the sample

size, the Raosoft Calculator was employed, a method commonly utilized to ensure adequate representation within the population. The recommended sample size was 336 public school elementary teachers, and stratified random sampling was used to ensure proportional representation from different districts (Simkus, 2022). This method allowed for a comprehensive exploration of transformational leadership, organizational commitment, and job satisfaction among elementary school teachers, resulting in a more diverse and robust dataset.

Furthermore, the criteria for including respondents consisted of permanent elementary school teachers within the specified division. In contrast, exclusion criteria may have involved teachers on leave or those not directly involved in teaching roles and located outside the Division of Davao del Sur. Withdrawal criteria included respondents who opted to discontinue participation at any study stage or those unable to complete the required data collection procedures due to unforeseen circumstances. The choice of Davao del Sur as the study locale was based on its relevance to investigating organizational commitment among teachers. With its diverse educational landscape and varying socio-cultural contexts, Davao del Sur provided an ideal setting to examine this research phenomenon within the elementary school teaching community. Its geographic diversity, spanning urban and rural areas, offered various educational environments, justifying its selection as a representative locale for examining organizational commitment among teachers in public elementary schools.

On the other hand, the modified survey questionnaire was the primary instrument for gathering information in this inquiry. The questionnaire has three sections: transformational leadership as an independent variable with 18 items, organizational commitment as the dependent variable with 28 items, and job satisfaction as the mediating variable with 39 items. The first section utilized a revised version of the Transformational Leadership Survey (Clark, 2011), covering dimensions such as charisma, social skills, vision, transactional leadership, delegation, and execution. The second section adopted the Organizational Commitment Scale by Allen and Meyer (2004), focusing on affective commitment, normative commitment, and continuance commitment. Finally, the third section incorporated a modified version of the Job Satisfaction Questionnaire (Bantigue & Romero, 2017), featuring indicators such as job security, work environment, job responsibilities, and community engagement.

Moreover, the survey questionnaires employed a 5-point Likert scale for respondents to express their agreement with statements regarding transformational leadership, organizational commitment, and job satisfaction. To interpret the responses, specific criteria were applied: mean values ranging from 4.20 to 5.00 indicated a very high level, reflecting consistent observations; means

between 3.40 and 4.19 denoted a high level, indicating frequent observations; means falling within 2.40 and 3.39 suggested a moderate level, implying occasional observations; while means ranging from 1.80 to 2.39 suggested a low level, indicating rare observations. Lastly, means between 1.00 and 1.79 indicated a very low level, signifying no observations.

After modifications, experts in the field rigorously validated the questionnaire with a mean score of 4.35, which was interpreted as very good. Subsequently, it underwent testing with a sample size of 40 respondents—transformational leadership received a Cronbach Alpha of .924, interpreted as excellent; organizational commitment received a Cronbach Alpha of .942, interpreted as excellent; and job satisfaction received a Cronbach Alpha result of .951, interpreted as excellent. This pilot study phase was a small-scale preliminary assessment preceding the leading research. The primary aim of this pilot study, as described by Simkus (2022), was to assess the feasibility of the research design and refine its structure. This initial exploration ensured that the questionnaire aligned with the study's objectives, allowing for necessary adjustments or improvements. By conducting this preliminary investigation, the research team could verify the questionnaire's effectiveness, addressing any potential shortcomings or ambiguities before proceeding with the full-scale research. This strengthened the study's foundation and bolstered its credibility.

In this study, non-experimental quantitative research was used. Non-experimental quantitative research investigates social phenomena without directly altering participants' circumstances (Salmons, 2023). Furthermore, the Pearson r Correlation Coefficient evaluated the degree of relationship between the variables and modified them using this descriptive, non-experimental correlational methodology. The proximity of these variables was gauged by the correlation coefficient (r or R) (Senthilnathan, 2019). Furthermore, the alternative hypothesis (H_a) and the null hypothesis (H_o) need a significance level greater than 05. Hypothesis testing was essential to ascertain whether the associations were likely strong or weak (Creswell, 2012).

Consequently, this study conducted three regression analyses to examine mediation, where the independent variable (X) predicted the mediator (M), the mediator predicted the dependent variable (Y), and X directly predicted Y . Mediation analysis was used to understand how these three variables interacted, following a basic mediation model that partitioned the predictor-outcome relationship into direct and indirect effects (Hayes, 2009; Baron & Kenny, 1986). Complete mediation occurred when the mediator fully explained the relationship, making the predictor-outcome link non-significant. In contrast, partial mediation suggested that the mediator accounted for some, but not all, of the relationship, meaning the predictor still had a direct effect on the outcome. This approach provided

a deeper understanding of the mechanisms underlying the associations among transformational leadership, job satisfaction, and organizational commitment.

Once endorsed by the Division Research Office, consent letters and survey questionnaires were distributed to school principals and districts, emphasizing voluntary participation. Teachers received the questionnaires directly, ensuring personal engagement during the data collection. Finalized survey forms were thoroughly tested, ensuring all necessary details were included and correct before data entry into Microsoft Excel. The collected data underwent systematic tabulation and validation checks to ensure accuracy before preliminary analysis, reflecting a thorough and ethical research approach.

The statistical techniques employed in this study provided a strong foundation for analyzing and interpreting data. Mean calculations were used to describe the levels of transformational leadership, job satisfaction, and organizational commitment, summarizing their central tendencies. To determine the magnitude and direction of associations among these variables, Pearson correlation coefficients were computed. This statistical method assessed the strength and nature of relationships between transformational leadership, job satisfaction, and organizational commitment. By quantifying the degree of association among these variables, Pearson *r* provided insights into potential linkages, guiding further analysis on mediation and regression. Understanding these correlations helped establish whether significant relationships existed, forming the basis for testing mediation effects and refining the study's conceptual framework.

In addition, path analysis was used to examine the mediating role of job satisfaction in the relationship between transformational leadership and organizational commitment. This advanced method decomposes the total correlation between a predictor and an outcome into direct and indirect effects. By doing so, it provides a clearer understanding of how job satisfaction influences the connection between leadership and commitment. The approach allows researchers to distinguish the direct impact of transformational leadership from its indirect effects through job satisfaction. As a result, this approach provides a clearer understanding of the relationships among the study variables. It helps distinguish direct effects from indirect effects, offering a more detailed analysis. By doing so, it enhances the interpretation of how transformational leadership, job satisfaction, and organizational commitment interact (Wooldredge, 2021).

Additionally, the ethical framework of this study was guided by the University of Mindanao Ethics Research Committee (UMERC) under Protocol Number UMERC-2023-158, which provided comprehensive guidelines ensuring the research adhered to ethical standards. Key principles included obtaining informed consent, respecting respondents' autonomy, safeguarding privacy and confidentiality, and ensuring voluntary participation free from coercion. The

framework also addressed plagiarism, fabrication, conflict of interest, deceit, and securing necessary permissions from relevant organizations. Ethical considerations extended to guaranteeing participants' protection from harm while ensuring potential benefits from their involvement. The guidelines emphasized the importance of managing technological issues during the research and appropriately crediting contributions, such as recognizing the statistician, research adviser as a secondary author if published, and panelists.

RESULTS AND DISCUSSION

In light of the aforementioned research goals, this section presented, examined, and evaluated the information gathered from the respondents about organizational commitment, transformational leadership, and job satisfaction. The following order was used to discuss the levels of transformational leadership, organizational commitment, and job satisfaction: correlations between transformational leadership and organizational commitment, correlations between transformational leadership and job satisfaction, correlations between job satisfaction and organizational commitment, and the mediating role of job satisfaction on the relationship between organizational commitment and transformational leadership.

Transformational Leadership

Table 1 emphasized the level of transformational leadership among teachers, with a standard deviation of less than 1.00, indicating consistency in respondents' perceptions. The overall mean score of 4.23, categorized as very high, reflects an admirable level of transformational leadership. Among the indicators, social scored the highest with a mean of 4.35, which was designated as very high, showcasing teachers' exceptional interpersonal skills and ability to foster effective relationships. Similarly, charisma received a very high rating with a mean of 4.27, suggesting that teachers are perceived as inspiring and capable of building trust and admiration. The indicator vision also scored very high, with a mean of 4.26, emphasizing the teachers' ability to set clear directions and articulate institutional goals. Execution, with a mean of 4.23, maintained a very high label, reflecting effectiveness in implementing plans and achieving targets.

Table 1: Summary Table on the Level of Transformational Leadership

Indicators	SD	Mean	Descriptive Level
Charisma	0.60	4.27	Very High
Social	0.49	4.35	Very High
Vision	0.56	4.26	Very High
Transactional	0.55	4.18	High
Delegation	0.59	4.09	High
Execution	0.58	4.23	Very High
Overall	0.36	4.23	Very High

On the other hand, transactional leadership, with a mean of 4.18, was rated high, indicating that while teachers are effective in task monitoring and performance-based rewards, these traits are perceived as slightly less prominent than transformational aspects. Lastly, delegation scored the lowest among the indicators, with a mean of 4.09, also designated as high, suggesting a need for improvement in empowering others through shared responsibilities. Overall, the findings reveal a very high level of transformational leadership, particularly in social interaction, charisma, and vision, with slight areas for growth in transactional practices and delegation. These results highlight the strengths of the teachers' leadership while identifying opportunities for further enhancement.

Moreover, the very high-level social result indicates that public teachers' substantial social support speaks volumes about the trust, respect, and deep-rooted connection they share with their communities. This trust underscores their role as reliable figures who guide academics and extend to caregiving, mentorship, and advocacy for overall well-being. Teachers build cohesive, resilient communities by fostering positive relationships, promoting inclusivity, addressing social and emotional needs, and nurturing a positive school culture that enhances learning outcomes and societal development. Their multifaceted role highlights the profound impact of educators on individuals, communities, and society as a whole, emphasizing the importance of holistic personal growth and community resilience in education.

This assumption reflects the findings presented in the study of Kotamena *et al.* (2020), who concluded that teamwork, communal regard, cooperation, and reference are all tools that transformational leaders use to help their followers reach their personal and professional goals. Additionally, this is consistent with the findings of Heenan *et al.* (2023), who demonstrated that transformational school leadership is a beneficial leadership approach closely associated with its positive effects on school staff and the overall school culture. They highlighted that heightened staff motivation and cultivating a more positive school culture emerge as primary outcomes of transformational leadership within educational settings.

Similarly, the very high-level result of charisma indicates that teachers possess charisma and foster an expanding network of trust and reliance, which suggests profound implications. Charismatic teachers naturally become influential leaders within their educational communities, inspiring confidence and engagement through effective communication, expertise, and engaging personality. This charisma contributes to a positive learning environment, encourages collaboration among colleagues and stakeholders, and fosters continuous professional development. Students benefit from heightened engagement and motivation, while the broader educational landscape experiences a ripple effect of positive influence, shaping future leaders

and innovators. Ultimately, charisma among teachers enhances their effectiveness and elevates the overall quality and impact of education within communities.

This aligns with the argument of O'Reilly and Chatman (2020), who asserted that transformational leaders question existing norms, offer a compelling vision for the future, and encourage their followers to actively contribute to creating a better world. They emphasized that such leaders motivate and inspire individuals to transcend the present limitations and work toward achieving long-term goals. Moreover, the role of transformational leaders is vital in fostering innovation and progress within organizations by consistently challenging conventional approaches. By envisioning a brighter future, they empower their followers to embrace change and strive for continuous improvement.

Furthermore, the exceptionally high rating of vision as a component of transformational leadership implies that teachers are adept at helping others understand new and complex concepts and possess a forward-thinking approach that inspires innovation and progress. This suggests that teachers, equipped with a clear vision for educational growth and improvement, are proactive in seeking opportunities to support students and colleagues in navigating challenging material. Their ability to articulate and implement a vision for academic success fosters a dynamic learning environment where students are encouraged to explore, question, and engage deeply with content. Corollary to this, this emphasis on vision underscores the transformative role of teachers in shaping the future of education by instilling a sense of purpose, direction, and aspiration among learners and peers alike.

Hence, this supports Bachtiar (2019), who described transformational leadership as a stage in which leaders and subordinates collaborate to boost morale and high motivation within the organization. Moreover, the results align with Kareem and colleagues' argument (2023), indicating that transformational leadership significantly influences the various forms of commitment educators exhibit in school education.

The high level of execution in transformational leadership suggests that teachers are proficient in their tasks and excel in coaching and providing feedback to colleagues, particularly regarding reports, task accomplishments, and planning complex activities. This implies a culture of continuous improvement and collaboration within educational institutions, where teachers actively support and guide each other to enhance performance and achieve shared goals. The emphasis on execution underscores the importance of effective communication, accountability, and teamwork among educators, leading to greater efficiency, innovation, and overall success in delivering quality education and meeting organizational objectives.

This is consistent with the assertion made by Lin *et al.* (2020), who emphasized that feedback not only boosts employee happiness and a sense of success but also

regulates the impact of challenging stressors, ultimately fostering a thriving work environment. Their findings underscore the significance of constructive feedback mechanisms in promoting resilience, motivation, and overall well-being among educators and organizational members.

Distinctively, the high transactional rating, albeit lower than the other four indicators of transformational leadership, indicates that educators prioritize recognizing and rewarding stakeholders and colleagues for achieving challenging tasks. This emphasis on acknowledging and incentivizing success fosters a positive and motivating work environment, encouraging individuals to strive for excellence and contribute meaningfully to the organization's goals. While transactional leadership focuses on tangible rewards for performance, its integration with transformational leadership elements ensures a balanced approach that combines motivation through recognition and intrinsic fulfillment with external incentives, leading to enhanced morale, engagement, and productivity among educators and stakeholders.

This aligns with Kwapisz's (2019) premise that transformational leadership may significantly impact contextual performance. Followers who are inwardly motivated to accomplish more than just what is required and who are reinforced by contingent rewards are, therefore, more likely to report high satisfaction with the supervision they receive.

Hence, the high rating of delegation among teachers implies a strong trust in their colleague's and stakeholders' abilities to achieve goals autonomously. This fosters a culture of empowerment and creativity, where teachers refrain from micromanaging and instead encourage innovative problem-solving approaches. By delegating responsibilities effectively, educators promote a sense of ownership and accountability among team members and free up valuable time and resources to focus on strategic initiatives and professional development. This delegation-oriented approach aligns with collaborative and growth-oriented leadership principles, leading to increased efficiency, creativity, and overall success within educational institutions.

This is by the proclamation made by Rudianto *et al.* (2023), who maintained that delegation of authority is the delegation of part of the job or authority by the leader (authority) to the leader (receiver of authority) for the recipient of authority to function as a member for the master. This finding is in keeping with their assertion. It is the mediation of a leader's strength, responsibility, and obligation to accomplish particular duties.

Organizational Commitment

The data in Table 2 illustrates the level of organizational commitment among public elementary schools in Davao del Sur, with an overall mean score of 3.70, categorized as high. This indicates that the respondents generally exhibit a strong commitment to their organizations.

Among the specific indicators, both continuance and normative commitments achieved the highest mean scores of 3.77; each described as high. This suggests that teachers are inclined to remain in their roles due to a perceived cost of leaving (continuance commitment) and a sense of obligation or loyalty to their organization (normative commitment).

Meanwhile, affective commitment, with a mean score of 3.57, also interpreted as high, indicates that teachers have an emotional attachment to their organization. However, this aspect scored slightly lower than the others. In summary, the results reflect a generally high level of organizational commitment across all dimensions, with continuance and normative commitment emerging as the most substantial contributors. While affective commitment remains strong, it presents an opportunity for fostering deeper emotional connection and engagement within the organization.

Table 2: Summary Table on the Level of Organizational Commitment

Indicators	SD	Mean	Descriptive Level
Affective Commitment	0.56	3.57	High
Continuance Commitment	0.53	3.77	High
Normative Commitment	0.51	3.77	High
Overall	0.45	3.70	High
Delegation	0.59	4.09	High
Execution	0.58	4.23	Very High
Overall	0.36	4.23	Very High

Consequently, the high continuance commitment among teachers indicates a strong loyalty and attachment to their department or institution, driven by concerns about potential losses associated with leaving. This implies that teachers may prioritize stability and security in their careers, valuing aspects such as status, income, friendships, and social standing that they would potentially lose if they departed. While continuance commitment underscores a degree of stability within the teaching workforce, it also suggests the significance of cultivating a supportive and fulfilling work environment that retains teachers based on fear of loss and cultivates genuine engagement, satisfaction, and professional growth, ensuring long-term retention and organizational success.

This notion has been related to the inquiry by Rubel *et al.* (2021), who noted that continuance commitment emphasized the importance of devoted staff, like teachers, in organizational success amidst economic challenges. These committed individuals, driven by loyalty and attachment, go beyond expectations, enhancing productivity, innovation, and competitiveness. Their dedication ensures organizational resilience and growth, emphasizing the need for organizations to acknowledge

and foster such commitment for sustained success in dynamic business environments.

Thus, the very high level of normative commitment among educators, as a contributory factor to organizational commitment, signifies a deep-seated belief in the value of loyalty to their current organization and profession. This implies that educators, prioritizing their responsibilities to the field of education, are less inclined to pursue opportunities in other industries. This commitment to their profession fosters stability within educational institutions and cultivates a sense of purpose and dedication that positively impacts teaching quality, student outcomes, and overall institutional success. However, organizations must also ensure that this commitment is met with adequate support, recognition, and opportunities for growth to sustain long-term engagement and effectiveness among educators.

This finding aligns with Phungula *et al.* (2022), who stated that employees develop a strong bond with their organization, leading to a sense of connection, belonging, and understanding of organizational goals and roles. This deep connection fosters normative commitment, as seen in educators prioritizing their responsibilities and feeling strongly about their profession. When employees feel aligned with their organization's purpose and values, they are likelier to remain loyal and dedicated, contributing positively to organizational success and cohesion. The insights presented highlight the importance of fostering a sense of belonging and purpose to enhance organizational commitment and employee retention.

Additionally, the high rating of affective commitment among educators implies a deep emotional connection to their department, driven by a strong alignment between its mission and personal beliefs and goals. This signifies that educators not only find purpose and meaning in their work but also feel comfortable and fulfilled in their roles within the department. Such a strong emotional bond promotes a positive work atmosphere, boosts job satisfaction, and promotes retention, as educators are motivated by their passion for the department's mission and contributions to achieving its objectives. This level of affective commitment reinforces the importance of aligning organizational values with individual values to cultivate a committed and engaged workforce.

This postulation is consistent with the thinking of Haider *et al.* (2019), who posited that affective commitment reflects employees' emotional attachment to the organization, stemming from a sense of belonging and alignment with organizational aims and values. This view aligns with the notion that affective commitment represents employees' deep dependence on the organization, driven by their emotional connection to its mission and principles. Such a perspective underscores the significance of fostering a workplace environment where employees feel emotionally connected and linked with the organization's goals, resulting in increased commitment, happiness, and retention.

Job Satisfaction

Table 3 underlined job satisfaction among public elementary school teachers in the Division of Davao del Sur, with an overall mean score of 4.07, which was described as high. This indicates that the respondents consistently experience job satisfaction. Among the specific factors, the work environment scored the highest mean of 4.18, which is interpreted as high, suggesting that teachers perceive their workplace as conducive and supportive. Community engagement, with a mean of 4.12 and also categorized as high, reflects teachers' positive views on their interactions and collaboration with the community. Job responsibilities scored a mean of 4.09, likewise designated as high, indicating that teachers find fulfillment in their roles and tasks. Lastly, security received the lowest mean score among the factors at 3.90 but is still interpreted as high, suggesting that while teachers feel a reasonable level of job stability, this area may require further strengthening. In summary, the findings reveal a generally high level of job satisfaction across all indicators, with the work environment being the most significant contributor. While security remains positively rated, it presents an opportunity for improvement to enhance overall job satisfaction among teachers further.

Table 3: Summary Table on Level of Job Satisfaction

Indicators	SD	Mean	Descriptive Level
Security	0.42	3.90	High
Work Environment	0.49	4.18	High
Job Responsibilities	0.52	4.09	High
Community Engagement	0.47	4.12	High
Overall	0.35	4.07	High
Execution	0.58	4.23	Very High
Overall	0.36	4.23	Very High

Thus, teachers' high job satisfaction indicates positive sentiments towards their work, reflecting a deep sense of achievement and success in their roles. This implies that educators experience fulfillment and contentment in their professional endeavors, which can cause higher motivation, productivity, and commitment. High job satisfaction fosters creativity, collaboration, and well-being among educators, enhancing retention, attracting talent, and promoting a culture of excellence in educational institutions.

This idea is supported by Oco (2022), who discovered that job attributes such as work itself, recognition, and promotion opportunities in which workers may have positive attitudes define job satisfaction. Moreover, the Federico (2020) study also proved that job satisfaction improves class performance and productivity in schools, so teachers are more motivated to teach their students effectively. Finally, as Glaveli *et al.* (2023)

opined, being content with the job leads teachers to work more enthusiastically, making them less prone to stress and burnout.

Correlations between Transformational Leadership and Organizational Commitment

Table 4 opined that transformational leadership and organizational commitment were shown to have an interrelationship at a .05 level of significance. For an overall r-value of .190, with a corresponding p-value of <.05, the alternative hypothesis was supported by disproving the null hypothesis. The actual association

between transformational leadership and organizational commitment can be expressed as affective commitment .165, continuance commitment .140, and normative commitment .172. The same organizational commitment indicates that transformational leadership also positively correlates with R-values of .105 for charisma, .140 for social, .162 for vision, .182 for transactional, .080 for delegation, and .077 for execution. The findings have confirmed that the two variables have a strong linear relationship, affirming the alternative hypothesis of this study.

Table 4: Significance of the Relationship between Transformational Leadership and Organizational Commitment

Transformational Leadership	Organizational Commitment			Overall
	Affective Commitment	Continuance Commitment	Normative Commitment	
Charisma	.085*(.080)	.086*(.076)	.090*(.064)	.105*(.032)
Social	.136*(.005)	.119*(.014)	.096*(.048)	.140*(.004)
Vision	.116*(.017)	.141*(.004)	.152*(.002)	.162*(.001)
Transactional	.176*(.000)	.126*(.010)	.156*(.001)	.182*(.000)
Delegation	.077*(.114)	.028*(.572)	.095*(.050)	.080*(.102)
Execution	.060*(.218)	.053*(.277)	.080*(.102)	.077*(.117)
Overall	.165*(.001)	.140*(.004)	.172*(.000)	.190*(.000)

As a result, the null hypothesis is rejected, which indicates a significant association between transformational leadership and organizational commitment and shows the importance of visionary, supportive leadership in instilling educator commitment. The positive correlation of transformational leadership indicators and commitment types (affective, continuance, normative) emphasize the effect on empowering leaders. This reciprocal relationship, where commitment also correlates with leadership attributes like charisma, social support, vision, transactional skills, delegation, and execution, emphasizes the mutual influence of effective leadership and committed employee behaviors. Investing in developing transformational leadership skills can enhance

The results corroborate Ozkaya and Akin’s (2023) assertion regarding the critical role of teacher dedication in institutional success. They highlight how transformational leadership behaviors exhibited by managers can significantly enhance instructors’ organizational commitment. This alignment emphasizes the importance of empowered and dedicated educators, underscoring their pivotal role in achieving institutional goals. By fostering a culture of responsibility and engagement through transformational leadership, educational institutions can harness the full potential of their educators, leading to improved outcomes and overall success.

In addition, this lends credence to the findings of Lara (2022), which state that workers whose managers

spread alert qualities like expressing a pronouncement about incredible future changes and holding onto an atmosphere where the employees are convinced that an individual effort goes a long way in accomplishing the goal of the task or affecting strategic, administrative, or operational organizational results are more likely to enjoy higher levels of psychological empowerment, which, in turn, increases their commitment to the organization.

Correlations between Transformational Leadership and Job Satisfaction

The relationship between transformational leadership and job satisfaction is indicated in Table 5. As illustrated in the table, the indicators of transformational leadership correlate positively with job satisfaction, with a total r-value of .266 and a p-value of <0.05, thus indicating the rejection of the null hypothesis. Statistically, all transformational leadership indicators positively correlate to job satisfaction: p-value <0.05, overall r-value .155 for security, .221 for the work environment, .238 for job responsibilities, and .162 for community engagement.

On the other hand, the data demonstrates that all indicators of job satisfaction are positively correlated with transformational leadership, as evidenced by the p-value of <0.05 and the overall R-values of .167 on charisma, .207 on social, .171 on vision, .186 on transactional, .134 on delegation, and .172 on execution. Therefore, it has been established that transformational leadership is strongly associated with job satisfaction. As

a result, the null hypothesis (that there is no statistically significant association between transformational leadership and job satisfaction) is rejected in favor of the study's alternative hypothesis.

Thus, the significant positive correlation between transformational leadership and job satisfaction highlights the crucial impact of visionary and supportive leadership behaviors on educators' job satisfaction. This association across various aspects like security,

work environment, responsibilities, and community engagement underscores the multifaceted influence of transformational leadership styles. When educators perceive their leaders as inspirational and capable of fostering a positive work environment, their job satisfaction tends to be higher. Moreover, the reciprocal relationship observed, where job satisfaction correlates with attributes like charisma, social support, vision, and delegation, emphasizes the mutual impact of effective

Table 5: Significance of the Relationship between Transformational Leadership and Job Satisfaction

Transformational Leadership	Job Satisfaction				Overall
	Security	Work Environment	Job Responsibilities	Community Engagement	
Charisma	.132*(.007)	.170*(.000)	.112*(.021)	.078*(.109)	.167*(.001)
Social	.157*(.001)	.199*(.000)	.135*(.006)	.121*(.013)	.207*(.000)
Vision	.057*(.244)	.143*(.003)	.170*(.000)	.119*(.014)	.171*(.000)
Transactional	.122*(.012)	.142*(.003)	.166*(.001)	.115*(.019)	.186*(.000)
Delegation	.090*(.064)	.093*(.057)	.136*(.005)	.072*(.141)	.134*(.006)
Execution	.048*(.327)	.118*(.015)	.201*(.000)	.125*(.010)	.172*(.000)
Overall	.155*(.001)	.221*(.000)	.238*(.000)	.162*(.001)	.266*(.000)

leadership and satisfied employee behaviors. Investing in developing transformational leadership skills can significantly improve job satisfaction, engagement, and overall well-being among educators, resulting in enhanced performance.

It agrees with the study of Aprileani and Abadi (2022), which showed that transformational leadership positively affects job satisfaction. Furthermore, this is indicated in the research findings of Abelha *et al.* (2018), who suggested that the gender of the follower moderated the extent of the effect of transformational leadership on employee satisfaction in favor of females. Additionally, the study expands the knowledge of organizational contextual factors that intensify transformational leaders' influence on employee attitudes, providing control for individual differences.

In addition, the findings align with the pronouncement of Khan *et al.* (2020), who emphasized that leadership-style transformations were significantly responsible for employee job satisfaction in all five dimensions. The research reiterates that a leader's traits are significant

determinants of job satisfaction by the employee. Among the myriad leadership competencies that the diverse environments call for is fairness in judgment and satisfaction for employees of all ages.

Correlations between Job Satisfaction and Organizational Commitment

Table 6 displays the test's findings of the association between job satisfaction and organizational commitment. As stated in the hypothesis, the link was assessed at a significance level 0.05. As a result, the findings show that all job satisfaction metrics and organizational commitment have a positive linear connection. As a result, the total correlation between job satisfaction and organizational commitment is positive (0.27). The indicator of affective commitment has an overall R-value of 0.16 and a p-value < 0.05. Continuance commitment has an overall r-value of 0.22 (p-value < 0.05), while normative commitment has an overall r-value of 0.30 (p-value < 0.05). Therefore, the null hypothesis, which states that there is no

Table 6: Significance on the Relationship between Job Satisfaction and Organizational Commitment

Job Satisfaction	Organizational Commitment			Overall
	Affective Commitment	Continuance Commitment	Normative Commitment	
Security	.165**(.001)	.189**(.000)	.233**(.000)	.232**(.000)
Work Environment	.139**(.004)	.171**(.000)	.226**(.000)	.212**(.000)
Job Responsibilities	.075*(.124)	.135**(.005)	.187**(.000)	.156**(.001)
Community Engagement	.117*(.017)	.165**(.001)	.229**(.000)	.201**(.000)
Overall	.164**(.001)	.222**(.000)	.295**(.000)	.269**(.000)

statistically significant relationship between job satisfaction and organizational commitment, is rejected in favor of the alternative hypothesis of the study. Thus, these results highlight how crucial it is to create a productive workplace that puts employee happiness first, directly contributing to enhancing organizational commitment. When workers are happy with their jobs, they have a higher chance to exhibit emotional, calculative, and normative commitment leads to increased engagement, loyalty, and overall organizational success. This underscores the need for organizations to invest in initiatives that promote job satisfaction and foster a culture of commitment among their workforce. The finding lends credence to the erudition of Hedayat *et al.* (2018), who suggested that managers focus primarily on the necessary traits and conditions to foster job satisfaction and organizational commitment and that the findings of this study be applied to both office workers and scholars. The results support that managers should focus primarily on the qualities and requirements to foster work satisfaction and organizational commitment. Workers exhibit a far higher level of dedication to their organization if they have a significant chance to manage the work they accomplish.

Mediation Analysis of the Three Variables

The Medgraph received the data following linear regression analysis. A variable’s mediating influence on the correlation between two other variables is referred to as the mediation analysis developed by Baron & Kenny (1986). In addition, there are four steps in mediation analysis before the third variable is deemed a mediator. The steps are arranged from Step 1 to Step 4 in Table 5. With an unstandardized beta value of .24, Step 1 shows the significant direct relationship between transformative leadership and organizational commitment. In Step 2, transformational leadership exhibits a noteworthy direct impact on job satisfaction with an unstandardized beta coefficient of .26, the mediator (M). Further, Step 3 displayed the analysis’s findings with an unstandardized beta coefficient of .30, which suggests that job satisfaction significantly predicts the organizational commitment of public school teachers. Mediation analysis using MedGraph would be further executed to ascertain the importance of the mediation effect given the correlation between paths a, b, and c. The Sobel z-test is used in this investigation. When the independent variable’s impact on the dependent variable is no longer significant after the analysis, complete mediation is said to have occurred. Consequently, all of the effects may be explained by the mediation variable. When an indirect effect was present, but the direct effect was absent, it indicated a scenario of complete mediation. If (c’) (the direct effect) equaled zero in the presence of the mediator variable (M) then complete mediation was considered to have occurred (Sidhu & Bhalla, 2021). Moreover, the partial mediation result indicates that although job satisfaction partially mediates the

Table 7: Regression Analysis showing the Influence of Overall Transformational Leadership on Organizational Commitment as Mediated by Job Satisfaction

Step	Path	B	S.E.	β
1	c	.235	.059	.190***
2	a	.260	.046	.266***
3	b	.298	.062	.235***
4	c’	.158	.060	.128***

**p*<0.05

relationship between transformational leadership and organizational commitment among public school teachers, there are still direct effects, which carry important implications. This finding suggests that while job satisfaction significantly enhances organizational commitment, other factors beyond job satisfaction also influence teachers’ commitment levels. Therefore, besides improving job satisfaction through supportive leadership practices, educational institutions should consider addressing other potential factors that directly impact organizational commitment.

Additionally, the purpose of the present study was to contribute to our understanding of the indirect influence of job satisfaction on the relationship between organizational commitment and transformational leadership. Overall, the study’s findings lend credence to Purwanto’s (2021) knowledge and conclusion that organizational commitment, transformational leadership, and organizational justice are significantly mediated through job satisfaction.

Consequently, transformational leadership boosts organizational commitment, which is partly mediated by job satisfaction. While partial mediation was found in this study, it is a plus for the literature on the mediating effect of job satisfaction on the relationship between transformational leadership and organizational commitment. The findings of this study correspond with and support Baron and Kenny’s (1986) mediation guidelines, according to which job satisfaction may be construed as acting as a positive and significant full mediator between transformational leadership and organizational commitment.

Hence, the mediation analysis examined the paths between job satisfaction and organizational commitment, as well as transformational leadership and organizational commitment. The findings supported Nugraha and Dewi’s (2022) framework, which hypothesized that job satisfaction partially mediates the influence of transformational leadership on organizational commitment. This suggests that while transformational leadership directly impacts organizational commitment, job satisfaction enhances this effect. Improving organizational commitment is closely tied to leadership style, as leadership involves influencing others to align with desired goals. Leaders who foster a positive work environment and job satisfaction contribute

significantly to higher levels of commitment and overall organizational success.

Partial mediation occurs when the independent variable significantly impacts the dependent variable despite the mediator, indicating both direct and indirect effects (Sidhu & Bhalla, 2021). In this study, job satisfaction

partially mediated transformational leadership. In Table 8, Step 4 showed a significant unstandardized beta coefficient of .158 ($p < .05$), confirming mediation. The Sobel test ($z = 3.67, p < .05$) indicated partial mediation, reducing but not eliminating the effect. This aligns with Metaferia *et al.* (2023), who found

Table 8: Results of Statistical Analysis on Presence (or Absence) of Mediating Effect

Combination of Variables	Sobel z	p-value	Mediation
transformational leadership- job satisfaction- organizational commitment	3.679010	<0.001	Partial mediation

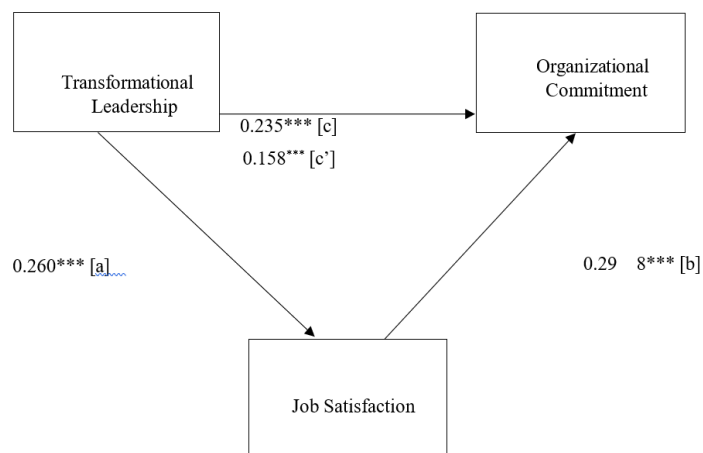
* $p < 0.05$

transformational leadership influences organizational commitment, linking leadership styles to teachers' affective commitment.

Additionally, Figure 2 presents the effect-size computation for the mediation test involving transformational leadership (TL), job satisfaction (JS), and organizational commitment (OC). The effect size indicates the extent to which the indirect path may have been responsible for the impact of transformational leadership on organizational commitment. The indirect effect was calculated as .26, which represents the product of the initial beta between transformational leadership and job satisfaction. This then operates through job satisfaction on organizational commitment, with a representing the path between transformational leadership and job satisfaction, and b representing the path between job satisfaction and organizational commitment. The total effect was .24, reflecting the coefficient beta for transformational leadership on organizational commitment. The direct effect beta for transformational leadership on organizational commitment, when job satisfaction was included in the regression, was .16. This analysis illustrates the relationship and mediation of job

satisfaction in the leadership-commitment link. Therefore, the indirect effect of the overall contribution towards transformational leadership and organizational commitment was examined in detail. After determining the indirect effect as .26, it was divided by the total effect of .24 to calculate a ratio index. The computation ($0.26 \div 0.24 = 1.08$), when multiplied by 100, resulted in 108.33%. This finding suggests that job satisfaction mediates 108.33% of the observed effect of transformational leadership on organizational commitment. The results highlight the substantial influence of job satisfaction in shaping this relationship. However, partial mediation is observed, as the direct effect remains statistically significant. This underscores the importance of fostering job satisfaction as a key factor in enhancing organizational commitment through transformational leadership.

These findings align with Ado's (2021) research, which also found that job satisfaction partially mediated the relationship between transformational leadership and organizational commitment. This highlights the crucial role of job satisfaction in strengthening the impact of leadership styles on organizational commitment.



Mediation Analysis

Sobel z	3.679010, $p < 0.01^{**}$
Percentage of the total effect that is mediated	32.894990%
Ratio of the indirect to direct effect	.490202

Figure 2: Medgraph showing the variables of the study

However, partial mediation suggests that additional factors influence organizational commitment beyond leadership and job satisfaction. This underscores the importance of a comprehensive approach in leadership strategies to address multiple contributing factors. Effective leadership should integrate various motivational techniques, professional development opportunities, and a positive work environment to maximize commitment. By fostering a workplace culture that prioritizes employee well-being, collaboration, and growth, organizations can further enhance organizational commitment and long-term success.

CONCLUSIONS

The following conclusions are based on the study's findings. The evidence strongly supports the null hypotheses. The study discovered extremely high levels of organizational commitment, employee engagement, and job stress among the Davao del Sur Division public-school teachers. Notwithstanding these high levels, the study found no meaningful correlation between organizational commitment and employee engagement, job stress and employee engagement, or job stress and organizational commitment. Furthermore, the study discovered that organizational commitment does not mediate the association between job stress and employee engagement. Therefore, the null hypotheses are not rejected.

Corollary to this, based on the Conservation of Resources (COR) theory, the findings align with its core tenet that individuals strive to preserve and accumulate resources to cope with stressors and sustain performance. The very high levels of job stress, organizational commitment, and employee engagement observed among public school teachers suggest that while resources like personal resilience or institutional support are available, they may not be fully optimized to mediate stress effects. This insight underscores the theory's emphasis on proactive resource management to maintain balance and mitigate stress-related impacts.

Recommendations

Based on the findings, specific recommendations are directed toward management and human resource entities. Upon analyzing the data, low ratings on items like "I do not feel emotionally attached to my organization," "I feel that I have too few options to consider leaving this organization," and "There is bickering over who should do what job" highlight issues with emotional detachment and workplace conflict. To address these, policymakers should build a more supportive environment by incorporating team-building activities, professional development, and mentorship programs that encourage a stronger emotional connection to the organization.

For the DepEd Division of Davao del Sur, promoting work-life balance, recognizing teacher achievements, and encouraging active involvement in decision-making can help foster emotional attachment. Additionally,

creating structured methods for conflict resolution and improving communication among colleagues will alleviate stress and enhance team dynamics. Future research could explore the impact of school culture, leadership styles, and interpersonal conflicts on teacher commitment and stress, providing deeper insights into how these factors influence teacher retention and performance in the education system.

Additionally, fostering a culture of support and engagement within schools is key to addressing these issues. Schools could implement regular feedback sessions where teachers feel comfortable sharing concerns and suggestions. This would allow for better communication and help teachers feel heard and valued. Furthermore, enhancing school administrators' leadership skills through professional development could equip them to manage conflicts better and support their staff, thus reducing stress and improving emotional attachment to the organization. These initiatives will contribute to creating a more cohesive and supportive working environment.

Acknowledgements

Sincere gratitude and appreciation are extended to everyone who contributed to the realization of this thesis.

At the outset, honor, glory, and thanks are offered to the loving and merciful Almighty Father for providing good health, wisdom, and direction throughout this academic journey.

Deep appreciation is extended to the family, whose unwavering support made this endeavor possible. Special thanks are given to Ronnel Kirby for his financial and emotional support and to Kyzo Ezekiel, whose presence served as an inspiration to work hard and succeed.

Gratitude is also expressed to the pillars of support—siblings Marjorie, Kuya Jun-Jun, and Kuya J-R—for their motivation and encouragement. Heartfelt appreciation is extended to beloved parents, Papa Joel and Mama Marydel, for their invaluable advice, moral support, and steadfast belief in the ability to succeed in this journey.

The University of Mindanao Graduate School is acknowledged for providing invaluable guidance and knowledge, which greatly contributed to the completion of this academic endeavor.

Special recognition is given to Dr. Rey G. Doble for his patience and eagerness in sharing his expertise, which played a significant role in the successful completion of this study. Immense gratitude is also extended to Dr. Eugenio S. Guhao, Jr., DM, the distinguished Dean of the Graduate School, as well as to the esteemed panelists—Dr. Jocelyn Bacasmot, Dr. Rinante Genuba, Dr. Mary Ann E. Tarusan, and Dr. Elliene Rose A. Oliva, Chairman of the Board of Panelists—for their sincerity in sharing their insights, expertise, and approbation of this research. The Department of Education of Davao del Sur is also recognized for granting permission to conduct the survey and for the cooperation of the schools that assisted in the distribution of questionnaires. Sincere gratitude is

extended to the teachers who devoted their valuable time and effort in responding to the survey. Finally, appreciation is extended to friends and classmates for their support and encouragement, making this academic journey less challenging. Their presence and motivation are deeply valued.

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