

SCHOOL HEADS' LEADERSHIP SKILLS RELATE TO TEACHERS' ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION

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Abstract

This study aimed to determine the levels of school heads' leadership skills, organizational commitment, and teachers' job satisfaction in private secondary schools in a highly urbanized city in Central Philippines for the School Year 2024–2025. It also examined whether significant differences exist in these variables when grouped according to age, sex, and length of service, and explored the relationships among leadership skills, organizational commitment, and job satisfaction. Using a descriptive research design with 109 teachers from six NOPSSCEA schools, findings revealed that most respondents were young, female, and early in their careers. Teachers perceived their school heads' leadership skills—particularly in communication, decision-making, problem-solving, and interpersonal relationships—as very high, reflecting collaborative and supportive leadership. They also exhibited very high organizational commitment, especially in affective and normative aspects, and high job satisfaction, notably in the work environment. While demographic factors showed minimal influence, younger teachers reported higher commitment and satisfaction. Significant positive relationships were found between leadership skills, organizational commitment, and job satisfaction, underscoring leadership's vital role in fostering teacher engagement and morale. The study concludes that NOPSSCEA schools demonstrate educational excellence through transformational and inclusive leadership that cultivates empathy, collaboration, and professional fulfillment. It recommends strengthening feedback systems, emotional intelligence, and stress management among school heads; promoting participatory leadership and equitable compensation; enhancing workplace safety and work-life balance; and institutionalizing performance-based incentives to sustain teacher motivation and commitment.

Keywords: *Job satisfaction, school leadership skills, teachers' organizational commitment, nopsscea schools*

Bio-Profile:

Ginalyn D. Pineda is a licensed elementary school teacher under STI West Negros University. She holds a Master's Degree in Education with a major in Filipino. Her research interests include leadership skills, teachers' commitment, satisfaction, and related fields, where she aims to contribute through both practical experience and academic exploration.

Dr. Rey T. Eslabon is a distinguished educator and leader in the academic field, with a strong foundation in Mathematics and Education. A Master's in Science Teaching Major in Mathematics and a Ph.D. in



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Introduction

Rationale

Leadership plays a crucial role in creating an environment where teachers can thrive and educational goals are effectively achieved. School heads' leadership skills—such as communication, decision-making, problem-solving, and interpersonal competence—directly influence teachers' performance, organizational commitment, and the overall learning climate (Bello et al., 2016). In educational settings, leadership extends beyond administration to include instructional supervision, professional development, teacher recognition, and collaboration with the community, all of which are essential in fostering a supportive and productive school environment (Baggay et al., 2021).

In the Philippine context, despite national initiatives to improve education, disparities in school performance persist, underscoring the importance of effective school leadership (Abillar, 2020). Research shows that teachers' organizational commitment and job satisfaction are critical mediators of school success (Viernes et al., 2024). Guided by Meyer and Allen's Three-Component Model of Organizational Commitment, leadership practices that promote emotional attachment, a sense of obligation, and perceived stability strengthen teachers' commitment (Medul et al., 2022). Similarly, Herzberg's Motivation-Hygiene Theory emphasizes that both intrinsic and extrinsic factors—such as recognition, professional growth, and working conditions—are necessary to sustain high levels of job satisfaction (Newstrom, 2015).

However, studies reveal gaps between the recognized importance of leadership and its actual practice. Many school heads underutilize community partnerships, inconsistently provide professional development opportunities, and fail to maximize teacher recognition, limiting their positive impact on commitment and satisfaction (Abillar, 2020). Related research confirms that while leadership behaviors are strongly associated with positive organizational outcomes, their application remains uneven across educational contexts (Day & Sammons, 2016; Çayak, 2021). Addressing these gaps is essential to strengthening teachers' organizational commitment, enhancing job satisfaction, and ultimately improving overall school effectiveness.

Thus, addressing these gaps calls for a deeper understanding of how specific leadership skills influence organizational commitment and job satisfaction. Previous studies have examined the relationship between school leadership behaviors and teachers' work performance and commitment (Medul et al., 2022) and found that sustainable leadership practices positively impact job satisfaction and retention (Çayak, 2021).

This study aimed to examine the leadership skills of school heads in private secondary schools and their impact on teachers' organizational commitment and job satisfaction. By doing so, it sought to offer evidence-based insights for strengthening leadership practices, ultimately contributing to a more equitable, motivating, and high-performing educational system.



Literature Review

School heads' leadership skills are central to effective school operations, particularly competencies such as communication, collaboration, decision-making, problem-solving, and educational administration (Sun & Asavisanu, 2024; Urbanová & Šafránková, 2020). Research shows that gaps between formal selection criteria and actual leadership capacity require school heads to continuously develop these competencies (Sun & Asavisanu, 2024). Leadership becomes even more critical during times of crisis, as the ability to provide direction, empower staff, and engage in collaborative problem-solving strengthens school resilience and fosters a supportive, service-oriented environment (Azlan et al., 2024). Strong leadership also directly influences organizational commitment and job satisfaction, as respectful interpersonal relationships and supportive practices encourage teacher engagement, well-being, and long-term loyalty to the institution (Colquitt et al., 2014; Newstrom, 2015).

Teachers' organizational commitment and job satisfaction are key outcomes shaped by leadership behavior. Organizational commitment reflects teachers' psychological attachment and desire to remain in the institution, which is essential for instructional quality and school improvement (Barton, 2016; Meyer & Allen, 1997). Committed teachers demonstrate dedication to professional growth, student learning, and institutional goals (Yildiz & Celik, 2017; Hariri & Sumintono, 2020). Job satisfaction, influenced by both extrinsic factors such as compensation and resources and intrinsic factors such as recognition, work environment, professional respect, and work-life balance, is strengthened when leadership practices promote communication, empathy, participatory decision-making, and recognition (Fatima & Ali, 2016; Keeling, 2017; Bathena, 2018; Urlick & Bowers, 2014; Leithwood et al., 2020).

Global research consistently shows that school leadership strongly influences teacher motivation, commitment, and retention. Transformational and distributed leadership practices—characterized by emotional support, trust, shared decision-making, and individual consideration—are positively associated with higher teacher motivation, job satisfaction, and organizational commitment (Abdullah et al., 2018; Day et al., 2016; Gordon, 2018). Principals who demonstrate empathy, strong communication, and relational skills foster supportive environments that enhance teacher engagement and reduce turnover (Northouse, 2018; Tschannen-Moran & Gareis, 2015). Leadership behaviors such as role modeling and idealized influence also predict professional and organizational commitment, with variations across rural and urban contexts (Johnson, 2024).

In the Philippine context, school heads play a crucial role in fostering teacher motivation, organizational commitment, and job satisfaction. Leadership approaches such as transformational, instructional, democratic, and servant leadership—characterized by strong communication, empathy, collaborative decision-making, and recognition—significantly enhance teacher satisfaction, retention, and professional engagement (Dela Cruz, 2018; Garcia, 2017; Villanueva, 2019; Torres, 2020; Navarro, 2019; De Guzman, 2017; Reyes, 2018; Santos, 2016). Competencies in interpersonal relations, problem-solving, and instructional supervision foster trust, support teacher growth, and align educators with institutional goals, strengthening commitment and morale (Bello et al., 2016; Medul et al., 2022; Baggay et al., 2021; Abillar, 2020).

Local studies further affirm that teachers' organizational commitment and job satisfaction are closely linked to leadership support, empowerment, and responsiveness, particularly during crises and



periods of change. Filipino teachers demonstrate strong affective, continuance, and normative commitment when supported by clear communication, professional development opportunities, and adaptive leadership practices (Baloran & Hernan, 2020; Tindowen, 2019, 2020). Job satisfaction is likewise influenced by leadership behaviors that ensure fair policies, recognition, manageable workloads, and adequate institutional support (Bona, 2020; Tagupa, 2018; DepEd, 2021). These findings underscore that effective, context-sensitive school leadership is essential to sustaining teacher well-being, commitment, and long-term institutional effectiveness.

Theoretical Underpinnings

This study was grounded in key leadership and organizational behavior theories, including Meyer and Allen's Three-Component Model of Organizational Commitment, Herzberg's Motivation-Hygiene Theory, and the Great Man Leadership Theory, supported by Abillar's (2020) work on educational leadership. These frameworks collectively provided a strong theoretical basis for examining how school heads' leadership skills influence teachers' organizational commitment and job satisfaction.

Meyer and Allen's Three-Component Model explained organizational commitment through affective, continuance, and normative dimensions, emphasizing emotional attachment, perceived costs of leaving, and a sense of obligation to remain in an organization (Meyer & Allen, 1997). Effective leadership was seen to strengthen all three components by creating a supportive and motivating work environment. Complementing this, Herzberg's Motivation-Hygiene Theory highlighted that job satisfaction depended on both motivators, such as recognition and professional growth, and hygiene factors, including work conditions and policies (Herzberg, 1959; Newstrom, 2015). School heads' leadership skills were therefore critical in addressing teachers' intrinsic and extrinsic needs.

The Great Man Leadership Theory contributed insight into the role of innate leadership traits—such as decisiveness, intelligence, and interpersonal ability—in shaping leadership effectiveness (Abillar, 2020). While this theory emphasized natural leadership qualities, contemporary perspectives recognized that leadership skills could also be developed through training and experience (Franco, 2020). Together, these theories underscore that both inherent traits and learned competencies of school heads play a vital role in enhancing teachers' organizational commitment and job satisfaction, ultimately supporting a stable and motivated teaching workforce.

Objectives of the Study

This study aimed to determine the levels of School Heads' Leadership Skills and the Organizational Commitment and Job Satisfaction of Teachers in Private Secondary Schools in a Highly Urbanized City in Central Philippines for the School Year 2024–2025. Specifically, this study sought to answer the following questions: 1) the level of School Heads' Leadership Skills in Private Secondary Schools in terms of the area of communication, decision-making, problem solving, and interpersonal relationship; 2) the level of Organizational Commitment of teachers in Private Secondary Schools according to the area of affective, continuance, and normative; 3) the level of Job Satisfaction of Teachers in Private Secondary Schools according to the area of work-environment, work-life balance, and compensation and benefits; 4) the significant relationship between the level of School Heads' Leadership Skills and the level Organizational Commitment of Teachers in Private Secondary Schools; 5) the significant relationship between the level of Leadership Skills of School Heads and Job Satisfaction of



Teachers in Private Secondary Schools; and 6) the significant relationship between the level of Organizational Commitment and level Job Satisfaction of Teachers in Private Secondary Schools.

Methodology

This section presents the research design, data-gathering procedure, other instrumentation, and statistical tools. It also discusses the parameters, especially the statistical tools, the respondents, and the study's locality.

Research Design

This study employed a descriptive research design to determine the levels of school heads' leadership skills and the organizational commitment and job satisfaction of teachers in private secondary schools in a highly urbanized city in Central Philippines for the School Year 2024–2025. Descriptive research systematically and accurately describes a population, situation, or phenomenon, making it suitable for identifying characteristics, frequencies, trends, and categories (McCombes, 2020). This design was particularly valuable for the study as it provided factual data, revealed patterns and connections, explained the current situation, and identified prevailing issues, enabling accurate interpretation and informed conclusions.

Study Respondents

The respondents of the study were 109 private secondary school teachers from a total population of 151 from the six NOPSSCEA schools in one of the districts of a highly urbanized city in Central Philippines. Since the number of respondents was too large to handle, stratified sampling and random sampling techniques were employed, with Cochran's formula used to determine the sample size. To obtain the percentage, the number of respondents from each school was divided by the total number of respondents and multiplied by the sample size. The respondents were then randomly selected by the researcher from each school using the lottery technique.

Instrument

The data-gathering instrument for this study was a researcher-made survey questionnaire designed to assess school heads' leadership skills and their impact on teachers' organizational commitment and job satisfaction in private secondary schools. The questionnaire had two parts: Part I collected demographic information (age, sex, length of service), and Part II contained 100 items across Leadership Skills (40), Organizational Commitment (30), and Job Satisfaction (30), rated on a 5-point Likert scale. To ensure validity, five experts in educational management and student affairs reviewed the instrument, resulting in a computed validity score of 4.53 ("Excellent"), indicating alignment with the study's objectives and conceptual framework (Sekaran & Bougie, 2020). Reliability was tested with a pilot of 30 teachers and measured using Cronbach's Alpha, yielding a coefficient of 0.985 ("Excellent"), confirming the instrument's consistency and suitability for the study (Creswell, 2020; Santos, 2016).



Data Gathering and Procedure

After establishing the reliability and validity of the instrument, the researcher sought permission from the School Presidents of the selected NOPSSCEA member schools to conduct the study through the school principals. Upon approval, the survey was distributed via Microsoft Forms through the designated focal person, typically the principal. The collected data were processed and analyzed using SPSS to examine the relationships between school heads' leadership skills and teachers' organizational commitment and job satisfaction.

Data Analysis and Statistical Treatment

Objective No. 1 used a descriptive analytical scheme and means to determine the level of School Heads' Leadership Skills in Private Secondary Schools in the areas of Communication, Decision-making, Problem Solving, and Interpersonal Relationship. Objective No. 2 used a descriptive analytical scheme and means to determine the level of organizational commitment of teachers in Private Secondary Schools in terms of Affective, Continuance, and Normative Commitment. Objective No. 3 used a descriptive analytical scheme and mean to determine the level of job satisfaction of teachers in Private Secondary Schools in terms of Work Environment, Work-life Balance, and Compensation and Benefits. Objective No. 4 used a relational analytical scheme and Spearman's Rho to determine whether there was a significant relationship between the level of School Heads' Leadership Skills and the level of Teachers' Organizational Commitment in Private Secondary Schools. Relational analysis is used to explore the relationships between identified variables or concepts (VanBaren, 2017). Objective No. 5 used a relational analytical scheme and Spearman's Rho to determine whether there was a significant relationship between the level of School Heads' Leadership Skills and the level of Teachers' Job Satisfaction in Private Secondary Schools. Objective No. 6 used a relational analytical scheme and Spearman's Rho to determine whether there was a significant relationship between the level of Organizational Commitment and the level of Job Satisfaction of Teachers in Private Secondary Schools.

Ethical Considerations

The researcher ensured that no personal data compromising the respondents' identities was collected, in adherence to the Data Privacy Act of 2012, particularly regarding access to the data by both the researcher and the analyst. The researcher was the only person with access to all the data gathered. The respondents were assured that no information disclosing their identities would be released or published without their consent, except when necessary to protect their rights and welfare. Likewise, all collected materials were appropriately disposed of through machine shredding or dissolved in water after the publication of the study. Furthermore, soft copies of the data were deleted with no chance of future retrieval.

Results and Discussions

This section summarizes the study's findings, which come from careful data gathering, in-depth analysis, and thoughtful interpretation. After this, meaningful conclusions were drawn from the initial phase, offering valuable insights.



Level of School Heads' Leadership Skills in Private Secondary Schools in the areas of Communication, Decision-making, Problem Solving, and Interpersonal Relationship

Table 1

Level of School Heads' Leadership Skills in Private Secondary Schools in the area of Communication

Items	Mean	Interpretation
The school head ...		
1. Communicates clearly and effectively with the staff.	4.59	Very High Level
2. listens actively to concerns and feedback.	4.51	Very High Level
3. provides timely updates and important information.	4.59	Very High Level
4. sets expectations in a clear and understandable manner.	4.59	Very High Level
5. demonstrates approachability for questions, feedback, or concerns.	4.61	Very High Level
6. gives constructive feedback that supports professional growth.	4.54	Very High Level
7. Encourages open and honest communication within the school.	4.57	Very High Level
8. keeps the staff informed about decisions and changes.	4.56	Very High Level
9. fosters a culture of collaboration through effective communication.	4.58	Very High Level
10. demonstrates transparency and integrity in communication.	4.62	Very High Level
Overall Mean	4.58	Very High Level

Table 1 shows an overall mean of 4.58, interpreted as a Very High Level in the school head's communication practices, with the highest score (4.62) for demonstrating transparency and integrity and the lowest (4.51) for actively listening to concerns. These results indicate that the school head maintains clear, transparent, approachable, and collaborative communication. The findings align with literature highlighting communication as a core leadership skill that significantly impacts teacher performance, organizational commitment, and school climate, reinforcing its importance in fostering collaboration, morale, and retention (Bello et al., 2016; Navarro, 2019).

Table 2

Level of School Heads' Leadership Skills in Private Secondary Schools in the area of Decision-making

Items	Mean	Interpretation
The school head ...		
1. makes decisions that are fair and well-reasoned.	4.60	Very High Level
2. involves relevant stakeholders in the decision-making process.	4.57	Very High Level
3. considers the impact of decisions on both staff and students.	4.60	Very High Level
4. makes timely decisions when action is needed.	4.60	Very High Level
5. uses data and evidence to guide decisions.	4.65	Very High Level
6. demonstrates consistency in decision-making.	4.57	Very High Level
7. communicates decisions clearly and effectively.	4.58	Very High Level
8. shows openness to feedback before making important decisions.	4.55	Very High Level
9. remains calm and rational when making difficult decisions.	4.52	Very High Level
10. shows sound judgment in addressing school-related issues.	4.53	Very High Level
Overall Mean	4.58	Very High Level



Table 2 shows an overall mean of 4.58, interpreted as a Very High Level in the school head's decision-making practices, with the highest score (4.65) for using data and evidence to guide decisions and the lowest (4.52) for remaining calm and rational under pressure. These results indicate that the school head demonstrates fairness, consistency, and timeliness, making evidence-based decisions that consider staff and students and are clearly communicated. The findings align with literature emphasizing that shared, transparent decision-making fosters professional fulfillment, reduces uncertainty, and promotes a positive work environment (Garcia & Weiss, 2019; Abillar, 2020).

Table 3

Level of School Heads' Leadership Skills in Private Secondary Schools in the area of Problem Solving

Items	Mean	Interpretation
The school head ...		
1. addresses problems in a timely and effective manner.	4.55	Very High Level
2. identifies the root causes of issues before taking action.	4.57	Very High Level
3. involves the appropriate people in solving school-related problems.	4.61	Very High Level
4. remains calm and focused when faced with challenges.	4.50	Very High Level
5. generates practical solutions to problems that arise.	4.59	Very High Level
6. Encourages innovative thinking to address issues.	4.64	Very High Level
7. uses a systematic approach to solve complex problems.	4.57	Very High Level
8. considers different perspectives before making decisions.	4.61	Very High Level
9. follows through on solutions to ensure problems are resolved.	4.53	Very High Level
10. learns from past problems to prevent them from recurring.	4.59	Very High Level
Overall Mean	4.58	Very High Level

Table 3 shows an overall mean of 4.58, interpreted as a Very High Level in the school head's problem-solving practices, with the highest score (4.64) for encouraging innovative thinking and the lowest (4.50) for remaining calm under challenges. These findings indicate that the school head effectively identifies root causes, involves relevant stakeholders, applies systematic approaches, and implements sustainable solutions, emphasizing openness and creativity. The results support literature highlighting problem-solving as a key leadership skill that enhances teacher performance, organizational commitment, and engagement while fostering ownership and shared accountability (Bello et al., 2016; Day et al., 2016).

Table 4

Level of School Heads' Leadership Skills in Private Secondary Schools in the area of Interpersonal Relationships

Items	Mean	Interpretation
The school head ...		
1. Treats all staff with respect and dignity.	4.62	Very High Level
2. builds positive relationships with teachers and staff.	4.65	Very High Level
3. Encourages open communication by being easy to talk to.	4.58	Very High Level
4. empathizes and understands others.	4.64	Very High Level



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5. handles conflicts professionally and constructively.	4.60	Very High Level
6. promotes a positive and inclusive school culture.	4.66	Very High Level
7. listens attentively and values others' opinions.	4.62	Very High Level
8. supports collaboration and teamwork among staff.	4.67	Very High Level
9. acknowledges and appreciates staff contributions.	4.67	Very High Level
10. creates a respectful and trusting work environment.	4.69	Very High Level
Overall Mean	4.64	Very High Level

Table 4 shows an overall mean of 4.64, interpreted as a Very High Level in the school head's interpersonal relationship practices, with the highest score (4.69) for creating a respectful and trusting work environment and the lowest (4.58) for encouraging open communication. These findings indicate that the school head demonstrates strong interpersonal skills by showing respect, empathy, and professionalism, resolving conflicts, and fostering a collaborative and inclusive culture. This aligns with literature emphasizing that effective interpersonal relationships enhance teacher performance, organizational commitment, and job satisfaction (Bello et al., 2016; Newstrom, 2015).

Level of Organizational Commitment of Teachers in Private Secondary Schools in the areas of Affective, Continuance, and Normative

Table 5

Level of Organizational Commitment of Teachers in Private Secondary Schools in the area of Affective

Items	Mean	Interpretation
As a teacher, I...		
1. Feel a strong emotional connection to the school.	4.54	Very High Level
2. identify personally with the school's mission and values.	4.68	Very High Level
3. experience a sense of belonging within the school community.	4.63	Very High Level
4. Feel proud to be part of the school.	4.72	Very High Level
5. Enjoy attending meetings and engaging myself in facilitating organizational activities.	4.56	Very High Level
6. feel personally invested in the school's success.	4.62	Very High Level
7. Enjoy discussing the school with others.	4.65	Very High Level
8. Feel the school's problems are personal challenges.	4.37	High Level
9. Feel a strong attachment to colleagues.	4.49	High Level
10. believe the school provides meaningful work.	4.67	Very High Level
Overall Mean	4.59	Very High Level

Table 5 shows an overall mean of 4.59, reflecting a Very High Level of affective commitment, with pride in belonging earning the highest score (4.72) and viewing school problems as personal challenges the lowest (4.37). These results suggest teachers share a genuine emotional bond with their institution, consistent with Meyer and Allen's (1997) view that affective commitment flourishes where belonging and shared purpose are actively nurtured. Tadesse (2019) similarly found that supportive leadership deepens teachers' emotional attachment and institutional identification. The lower score for problem ownership aligns with Habib (2020), who noted that affective commitment does not automatically produce shared accountability, particularly where communication between leadership and



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staff remains limited. Tindowen (2019) further affirmed that participatory leadership strengthens personal investment in organizational outcomes (Bello et al., 2016; Medul et al., 2022; Viernes et al., 2024).

Table 6

Level of Organizational Commitment of Teachers in Private Secondary Schools in the area of Continuance

Items	Mean	Interpretation
As a teacher, I...		
1. Recognize the personal cost of leaving the school.	4.50	Very High Level
2. Understand the limited job alternatives available.	4.48	High Level
3. feel financially dependent on current employment.	4.22	High Level
4. Acknowledge the difficulty of changing jobs.	4.40	High Level
5. Value the job security provided.	4.54	Very High Level
6. Consider the accumulated benefits of long-term employment.	4.50	Very High Level
7. Recognize the professional network built within the school.	4.60	Very High Level
8. Understand the potential career disruption of changing jobs.	4.41	High Level
9. Appreciate the stability of current employment.	4.51	Very High Level
10. Consider the personal sacrifices required to change jobs.	4.54	Very High Level
Overall Mean	4.47	High Level

Table 6 indicates an overall mean of 4.47, reflecting a high level of continuance commitment among teachers, with the highest score of 4.60 for recognizing professional networks within the school (Item 7) and the lowest score of 4.22 for feeling financially dependent on their current employment (Item 3). These results suggest that teachers' commitment is driven more by practical factors—such as benefits, job stability, and established networks—than by emotional attachment. This aligns with Keeling (2017), who found that leadership practices addressing institutional stressors and supporting work-life balance foster an environment where teachers feel it is difficult to leave. Overall, the very high continuance commitment highlights the substantial disincentives to leaving, contributing to a stable and experienced workforce in NOPSSCEA member schools.

Table 7

Level of Organizational Commitment of Teachers in Private Secondary Schools in the area of Normative

Items	Mean	Interpretation
As a teacher, I...		
1. Feel a moral obligation to remain at the school.	4.44	High Level
2. believe in the importance of organizational loyalty.	4.60	Very High Level
3. feel guilty about leaving the school.	4.21	High Level
4. feel ethically bound to the organization.	4.47	High Level
5. Believe in fulfilling professional commitments.	4.71	Very High Level
6. Consider the school's investment in professional development.	4.59	Very High Level
7. Respect the school's expectations of commitment.	4.69	Very High Level
8. Feel a sense of duty towards colleagues.	4.64	Very High Level
9. Believe in maintaining long-term professional relationships.	4.64	Very High Level



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10. value the organizational culture and its principles.	4.67	Very High Level
Overall Mean	4.57	Very High Level

Table 7 shows an overall mean of 4.57, indicating a very high level of normative commitment among teachers, with the highest score of 4.71 for fulfilling professional commitments (Item 5) and the lowest of 4.21 for feeling guilty about leaving the school (Item 3). These results suggest that teachers' commitment is strongly guided by loyalty, professional responsibility, and ethical standards, shaped by a sense of duty to the organization and appreciation for the school's investment in their growth. This very high normative commitment aligns with Viernes et al. (2024) and reflects effective leadership practices, such as recognition and professional development, that foster a supportive and motivating environment, ultimately contributing to a stable, loyal, and committed workforce crucial to overall school success.

Level of Job Satisfaction of Teachers in Private Secondary Schools in the areas of Work Environment, Work-life Balance, and Compensation and Benefits

Table 8

Level of Job Satisfaction of Teachers in Private Secondary Schools in the area of Work Environment

Items	Mean	Interpretation
As a teacher, I...		
1. Feel comfortable and safe in my workplace.	4.51	Very High Level
2. Utilize the resources and tools required to excel in my role.	4.65	Very High Level
3. Appreciate the physical conditions of my work environment.	4.61	Very High Level
4. experience a positive and respectful atmosphere at work.	4.61	Very High Level
5. Communicate with my coworkers and supervisors openly.	4.62	Very High Level
6. feel supported by my heads and coordinators in my daily tasks.	4.64	Very High Level
7. experience fairness and respect from my colleagues.	4.55	Very High Level
8. find my workload to be reasonable and manageable.	4.53	Very High Level
9. feel that my contributions are valued by my team.	4.59	Very High Level
10. value the overall work environment provided by my organization.	4.71	Very High Level
Overall Mean	4.60	Very High Level

Table 8 shows an overall mean of 4.60, indicating a very high level of teachers' satisfaction with their work environment, with the highest score of 4.71 for valuing the overall work environment (Item 10) and the lowest of 4.51 for feeling comfortable and safe at work (Item 1). These findings suggest that teachers perceive their work environment very positively, characterized by adequate resources, supportive leadership, open communication, fairness, respect, and a manageable workload, fostering a collaborative atmosphere that enhances their effectiveness. This aligns with Nyamubi (2016) and Newstrom (2015), who emphasized that respect, trust, and collaborative relationships with colleagues and administrators significantly contribute to a supportive and satisfying work environment.



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Table 9

Level of Job Satisfaction of Teachers in Private Secondary Schools in the area of Work-life Balance

Items	Mean	Interpretation
As a teacher, I...		
1. Maintain a healthy balance between my work and personal life.	4.33	High Level
2. Ensure I have enough time after work to relax and take care of personal responsibilities.	4.34	High Level
3. feel that my job allows me the flexibility I need for my personal life.	4.31	High Level
4. value the amount of time I have for family and friends.	4.49	High Level
5. manage to keep work from interfering with my personal commitments.	4.39	High Level
6. Ensure I disconnect from work during my time off.	4.12	High Level
7. Feel supported by my organization in achieving work-life balance.	4.36	High Level
8. Believe my workload allows me to maintain a balanced lifestyle.	4.28	High Level
9. avoid feeling pressured to work beyond my scheduled hours.	4.21	High Level
10. appreciate how my job fits into the rest of my life.	4.46	High Level
Overall Mean	4.33	High Level

Table 9 presents an overall mean of 4.33, indicating a High Level of work–life balance satisfaction, with valuing family time scoring highest (4.49) and disconnecting from work during time off scoring lowest (4.12). While teachers generally maintain a healthy personal-professional boundary, fully disengaging after hours remains a challenge—a tension Toropova et al. (2020) attributed to digital connectivity and expanding administrative demands. Gökyer (2019) noted that institutions respecting personal boundaries sustain higher teacher morale and commitment. The positive scores here contrast with Heffernan (2020), whose findings linked unconsulted workload increases to significant balance erosion, suggesting that NOPSSCEA schools' participatory leadership serves as a protective factor. Mwesiga and Okendo (2018) likewise confirmed that perceived leadership fairness meaningfully improves teachers' work–life satisfaction, consistent with Keeling (2017).

Table 10

Level of Job Satisfaction of Teachers in Private Secondary Schools in the area of Compensation and Benefits

Items	Mean	Interpretation
As a teacher, I...		
1. find the salary competitive and fair.	3.85	High Level
2. receive comprehensive benefits package (health insurance, paid overtimes).	3.90	High Level
3. feel financially valued by the organization.	4.05	High Level
4. understand salary structure and progression.	4.21	High Level
5. receive regular salary increments.	4.05	High Level
6. receive performance-based bonuses.	3.80	High Level



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7. enjoy health and wellness benefits.	4.03	High Level
8. enjoy leave privileges (maternity, paternity, and study leave).	4.11	High Level
9. receive tangible gifts such as certificates, trophy, medals, etc. as a recognition of my performance.	4.29	High Level
10. feel compensation reflects professional contributions.	4.18	High Level
Overall Mean	4.05	High Level

Table 10 shows an overall mean of 4.05, indicating a high level of satisfaction with teachers' compensation and benefits, with the highest score of 4.29 for receiving tangible recognition (Item 9) and the lowest of 3.80 for performance-based bonuses (Item 6). These results suggest that teachers generally view their compensation as fair, especially regarding recognition and leave privileges, though improvements are needed in performance incentives and salary competitiveness. This aligns with Tindowen (2020), Fatima and Ali (2016), and Nyamubi (2016), who emphasize that effective compensation combines fair financial rewards with strong leadership, recognition, and a supportive work environment, highlighting that workplace culture enhances the impact of monetary benefits on teacher satisfaction.

Relational Analysis between the Levels of School Heads' Leadership Skills and Teachers' Organizational Commitment in Private Secondary Schools

Table 11

Relational between the level of School Heads' Leadership Skills and the level of Organizational Commitment of Teachers in Private Secondary Schools

Variable	Rho	p-value	Sig. level	Interpretation
Level of School Heads' Leadership Skills	0.689	0.000	0.01	Significant
Level of Teachers' Organizational Commitment				

Table 11 presents the relationship between School Heads' Leadership Skills and Organizational Commitment of Teachers in private secondary schools, showing a strong positive correlation (Spearman's rho $\rho = 0.689$) that is statistically significant at the 0.01 level ($p = 0.000$). This indicates that higher perceived leadership skills—such as communication, decision-making, problem-solving, and interpersonal abilities—are associated with higher levels of teacher organizational commitment, suggesting that teachers' loyalty is often directed toward competent leaders as much as toward the institution itself. Consequently, investing in school heads' professional development is crucial for enhancing teacher retention, fostering a dedicated workforce, and promoting organizational stability.

These findings align with prior research emphasizing leadership's pivotal role in organizational commitment. Northouse (2018) and Aydın et al. (2013) highlight that emotional intelligence and transformational leadership build trust, cohesion, and commitment, while Garcia (2017), Medul et al. (2022), and Abillar (2020) show that effective communication, decision-making, and recognition practices strengthen teacher loyalty and engagement. Additionally, Baloran and Hernan (2020) and



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Peretomode and Bello (2018) demonstrate that supportive, adaptive leadership fosters affective, continuance, and normative commitment across diverse teacher demographics, reinforcing the strong relationship observed in this study.

Relational Analysis between the Levels of Leadership Skills of School Heads and Job Satisfaction of Teachers in Private Secondary Schools

Table 12

Relational between the level of Leadership Skills of School Heads and Job Satisfaction of Teachers in Private Secondary Schools

Variable	rho	p-value	Sig. level	Interpretation
Level of School Heads' Leadership Skills	0.594	0.000	0.01	Significant
Level of Teachers' Job Satisfaction				

Table 12 shows the relationship between School Heads' Leadership Skills and Job Satisfaction of Teachers in private secondary schools, revealing a moderate to strong positive correlation (Spearman's rho $\rho = 0.594$) that is statistically significant at the 0.01 level ($p = 0.000$). This indicates that higher perceived leadership skills—such as competence, support, and interpersonal effectiveness—are associated with greater teacher job satisfaction. The findings suggest that effective leadership is a key driver of teacher fulfillment and well-being, emphasizing that supportive, capable leaders have a more profound impact on job satisfaction than compensation or benefits alone, highlighting the human element at the core of organizational success.

These results align with prior research showing that leadership quality directly affects teacher satisfaction. Northouse (2018) and Tschannen-Moran and Gareis (2015) note that emotional intelligence, communication, and collaborative practices build trust and professional support, while Garcia (2017), Torres (2020), and Abillar (2020) highlight the role of decision-making, problem-solving, and recognition in boosting morale. Additionally, Toropova et al. (2020), Bona (2020), and Nyamubi (2016) emphasize that combining supportive leadership with fair compensation, professional development, and positive work environments strengthens overall job satisfaction, reinforcing the critical link between school leadership and teachers' professional contentment.

Relational analysis between the level of Organizational Commitment and Job Satisfaction of Teachers in Private Secondary Schools

Table 13

Relational between the level of Organizational Commitment and Job Satisfaction of NOPSSCEA Member School Teachers

Variable	Rho	P-value	Sig. level	Interpretation
Level of Teachers' Organizational Commitment	0.811	0.000	0.01	Significant



Level of Teachers' Job Satisfaction

Table 13 shows a very strong positive relationship between Organizational Commitment and Job Satisfaction of Teachers in private secondary schools, with a Spearman's rho of $\rho = 0.811$, statistically significant at the 0.01 level ($p = 0.000$). This indicates that teachers with higher organizational commitment—marked by loyalty and attachment to their school—are more likely to experience greater job satisfaction. The findings suggest that commitment is a key driver of professional happiness, highlighting that a sense of belonging and obligation within the organization fosters satisfaction, stability, and dedication among teachers, beyond external factors like compensation.

These results align with previous studies emphasizing the role of supportive and inclusive leadership in promoting both commitment and satisfaction. Navarro (2019) and De Guzman (2017) found that collaborative school environments enhance teacher morale, while Northouse (2018) noted that leaders with emotional intelligence strengthen trust and cohesion, boosting both job satisfaction and organizational attachment. Additionally, Kamaylar et al. (2016) and Abillar (2020) highlight that professional support, recognition, and adaptive leadership sustain teacher engagement, illustrating that organizational commitment and job satisfaction are mutually reinforcing in effective school settings.

Conclusion

The study revealed that the majority of participating teachers in private secondary schools were younger, female, and relatively new in service, and they perceived their school heads' leadership skills—particularly in communication, decision-making, problem-solving, and interpersonal relationships—at very high levels. Teachers' organizational commitment was generally very high, with affective and normative commitment rated higher than continuance, while job satisfaction was very high in work environment but slightly lower in work-life balance and compensation. Demographic factors showed minimal influence on perceptions of leadership skills, though younger teachers reported slightly higher commitment and satisfaction in some areas. Strong positive relationships were found between leadership skills and both organizational commitment and job satisfaction, as well as between commitment and satisfaction themselves, highlighting the central role of effective leadership in fostering teacher engagement, loyalty, and professional fulfillment. The findings indicate that private school leaders achieve excellence by creating supportive, inclusive, and collaborative professional cultures, emphasizing emotional, moral, and practical dimensions of commitment, and adapting to generational differences while providing equitable opportunities for all staff. Recommendations include implementing structured feedback mechanisms, professional development in stress and crisis management, participatory problem-solving initiatives, mentorship programs, performance-based incentives, and strategies to ensure psychological safety and work-life balance, thereby sustaining teacher motivation, retention, and institutional effectiveness while embedding leadership excellence into the organizational culture.

Authorship Contribution Statement

Pineda: Concept and design, literature review, data collection, analysis, and interpretation.

Eslabon: Editing, reviewing, supervision, and material support.



Conflict of Interest

The authors declare no conflict of interest related to the conduct, authorship, and publication of this research. All procedures and interpretations were performed independently, and no financial, professional, or personal relationships influenced the results of this study.

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