Transactional And Transformational Leadership of The School Heads as Influencers of Teachers' Commitment in Public Schools

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Abstract — Low teacher commitment is a global issue. This study examined how transactional and transformational leadership affect teachers' commitment. A linear regression analysis of 100 public secondary school teachers in Panabo City Division, Philippines, showed that predictive variables influence criteria variables significantly. The Dual Leadership Theory was confirmed. Promote leadership training programs, foster a supportive school culture, encourage collaborative practices, implement regular assessments and feedback mechanisms, advocate for supportive policies, integrate leadership development in teacher education, promote work-life balance, and use data for continuous improvement.

Keywords — Transactional And Transformational Leadership, Teacher Commitment

I. Introduction

Low teacher commitment is a global issue (Mousavi et al., 2024). Multiple studies have investigated the issue of low teacher commitment within the Institution, revealing its prevalence and identifying specific underlying causes (Kareem et al., 2023).

In the U. S., (Miller & Smith, 2022) reports that teachers have a low work commitment. Similarly, in Egypt, low teachers' commitment to the institution is an issue within Egyptian schools (Hammad et al., 2024). Khan et al. (2019) also highlighted the problem of low commitment to the institution among educators in Pakistan.

Studies show that teachers in developing nations like the Philippines lack the commitment to their Institutions (Escal, 2024). According to Manla (2020), they have a moderate emotional attachment to their jobs and a low organizational commitment.

Teachers' lack of commitment to the school can negatively impact morale, job satisfaction, turnover, student success, and school performance (Chionuma, 2019). Hence, it is necessary to address this issue immediately. Poor teacher commitment needs further study despite its urgency (Khan et al., 2019). The purpose of this study was to address this gap.

This research was based on Avolio and Bass's 2001 Dual Leadership Theory, the Full Range Leadership Theory (FRLT). Transactional and transformational leadership styles affect organizational outcomes, including employee commitment and performance, according to this idea.

This study examined how transactional and transformational leadership affected teachers' commitment in Panabo City Division public secondary schools in 2023–2024. This study specifically sought to answer the following questions:

1. What is the level of transactional leadership of the school heads?

2. What is the level of transformational leadership of the school heads?

3. What is the level of teachers' commitment to their school?

4. What is the significance of the relationship between transactional leadership and teachers' commitment?

5. What is the significance of the relationship between transformational leadership and teachers' commitment?

6. What is the significance of the combined degree of influence of transactional and transformational leadership on teachers' commitment?

The following hypotheses were tested at a .05 level of significance.

HO1: There is no significant relationship between the transactional leadership of the school heads and teachers' commitment.

HO2: There is no significant relationship between the transformational leadership of the school heads and teachers' commitment.

HO3: There is no combined significant influence of transactional and transformational leadership of the school heads on teachers' commitment.

II. Methodology

Design. The research used a quantitative, non-experimental design with descriptive-correlational methods and predictive analysis. This approach examined the relationships between variables, focusing on how teachers' commitment (dependent variable) correlates with school heads' leadership styles (independent variables) without manipulating the variables. The study aimed to analyze and validate these correlations in public secondary schools in a division of Davao del Norte, Philippines.

Sample. The researcher randomly selected one-hundred (100) secondary teachers of the division as research respondents in the academic year 2023-2024. The data set consisting of 100 samples was sufficient for statistical computation of the data collected to address the inquiries and challenges posed by the research.

Research Procedure. The researcher first secured approval from the thesis adviser before seeking a letter of recommendation from the appropriate authorities. Following this, the researcher submitted a formal request to the Schools Division Superintendent (SDS) to obtain permission to conduct the study. Upon receiving authorization from the SDS, the researcher then sought and obtained consent from the school heads of seven public secondary schools. The researcher administered the survey instrument online according to a prearranged schedule, with the explicit consent of the respondents.

Ethical Issues. In this research study, it was imperative to follow ethical procedures to ensure that respondents were fully aware of the nature, objectives, risks, and advantages of the research in which they participated. These procedures included orientation on the purpose of the study and the administration of informed consent. These actions were intended to uphold the research ethics while safeguarding the respondents' rights and welfare.

Treatment of Data. The collected data was methodically organized into tables after the questionnaires were successfully administered and retrieved online. Subsequently, the researcher used **mean** to describe school heads' leadership styles and teachers' commitment, **Pearson correlation** to examine the relationship between leadership styles and teachers' commitment, and **linear regression** to assess the combined impact of these leadership styles on teachers' commitment.

III. Results and Discussion

Table 1. The Level of the Transactional Leadership of the School Heads

Indicators	Mean	Descriptive Level
contingent reward	3.90	High
active management-by-exception	3.66	High
passive management by exception	2.84	Moderate
Overall	*3.47*	*High*

Table 1 presents teachers' perceptions of their school heads' transactional leadership, focusing on contingent reward, active management-by-exception, and passive management-by-exception. The high mean values suggest that school heads predominantly employ transactional leadership, emphasizing clear expectations and rewards. Among the indicators, contingent reward scored the highest (mean = 3.90), highlighting its role in motivating teachers through recognition

and reinforcement for meeting goals (Schooley, 2023). Active management-by-exception also ranked high (mean = 3.66), showing that school heads frequently intervene to prevent errors and ensure performance, but they must balance this vigilance with trust-building (Lindberg, 2022). In contrast, passive management-by-exception received a moderate score (mean = 2.84), indicating a more reactive approach where school heads intervene only after problems arise, placing more responsibility on teachers to act independently (Mulholland, 2019). Overall, while transactional leadership offers structure and clarity, it may limit innovation and intrinsic motivation, pointing to the need for a balanced leadership approach to enhance school effectiveness.

Table 2. The Level of Transformational Leadership of the School Heads

Indicators	Mean	Descriptive Level
idealized behavior	4.04	High
Idealized Attributes	3.99	High
inspirational motivation	4.30	Very High
intellectual stimulation	4.12	High
individual consideration	4.09	High
Overall	*4.11*	*High*

The overall high mean indicates that school heads exhibit strong transformational leadership, inspiring and motivating teachers through qualities such as idealized behavior, inspirational motivation, and intellectual stimulation. The highest-rated indicator, inspirational motivation (mean = 4.30), shows that leaders effectively encourage and challenge their staff, driving productivity (Sayyadi, 2020). Intellectual stimulation (mean = 4.12) reflects leaders' ability to foster creativity and innovation by encouraging new ideas and risk-taking (Nguyen, N. T. & Luu, T. T. (2020). Individual consideration (mean = 4.09) highlights personalized support and attention to teachers' needs, promoting professional growth (Agarwal & Gupta, 2021). Idealized behavior (mean = 4.04) and idealized attributes (mean = 3.99) reveal the school heads' role as ethical role models who inspire trust, respect, and admiration (Sayyadi, 2020). These findings affirm that transformational leadership in schools fosters a positive environment, encourages commitment, and supports organizational growth.

Table 3. The Level of Teachers' Commitment to the Institution

Indicators	Mean	Descriptive Level
affective commitment	4.03	High
continuance commitment	3.62	High
normative commitment	3.74	High
Overall	*3.79*	*High*

The overall mean score indicates a high level of teacher commitment across all indicators—affective, normative, and continuance. Affective commitment (mean = 4.03) is the strongest,

reflecting teachers' deep emotional connection and loyalty to their institution, leading to higher engagement and a sense of belonging (Wainwright, 2022; Van der Werf, 2020). Normative commitment (mean = 3.74) shows that teachers feel a moral obligation to remain, often driven by organizational loyalty and a strong bond with colleagues (Rusu, G., & Avasilcăi, S. (2021). Continuance commitment (mean = 3.62) indicates that teachers recognize the practical costs of leaving, such as loss of benefits or seniority (Wainwright, 2022). This high level of commitment suggests that teachers are emotionally invested in their work, which positively impacts performance, loyalty, and retention, making them valuable assets to the institution (Manla, 2020).

Table 4. Significance of the Relationship between Transactional Leadership of the School Heads and Teachers' Commitment to the Institution

	Teachers' Commitment to the Institution			
	r	p-value	Decision on Ho @ 0.05 level of significance	Interpretation
Transactional Leadership of the School Heads	0.537	0.000	Reject Ho	Significant

Table 4 highlights a significant correlation between school heads' transactional leadership and teachers' commitment to the institution, with a p-value of 0.000 indicating statistical significance at the 0.05 level. The correlation coefficient of 0.537 suggests a moderate and proportional relationship, meaning that changes in transactional leadership correspond to changes in teachers' commitment. Transactional leaders motivate employees primarily through rewards based on performance, which can lead to minimal emotional connection and feelings of isolation among employees (Jensen et al., 2019). While rewards can inspire dedication and loyalty (Hai et al., 2022), Akkas et al., (2022) argue that while transactional leadership can drive performance through rewards, it may not foster the innovation and engagement necessary in rapidly changing environments, as employees might feel constrained by rigid performance metrics.

Table 5. Significance of the Relationship between Transformational Leadership of the School Heads and Teachers' Commitment to the Institution

	Teachers' Commitment to the Institution			
	r	p-value	Decision on Ho @ 0.05 level of significance	Interpretation
Transformational Leadership of the School Heads	0.605	0.000	Reject Ho	Significant

Table 5 reveals a significant correlation between the transformational leadership of school heads and teachers' commitment to the institution, with a statistically significant p-value of 0.000. The correlation coefficient of r = 0.605 indicates a strong positive relationship, suggesting that any change in transformational leadership corresponds with a significant change in teachers' commitment. Transformational leaders are recognized for their innovative thinking and ability to inspire dedication among employees, which enhances overall engagement (Golden et al., 2019).

Table 6. Regression Analysis on the Combined Significant Influence of Transactional and Transformational Leadership of the School Heads on Teachers' Commitment to the Institution

Leadership of the School Heads	Teachers' Commitment to the Institution						
	Unstandardized Coefficients		Standardized Coefficients			Decision on Ho	Interpretation
	B	Std. Error	Beta	t	Sig.		
Constant	1.265	0.319		3.968	0.000		
Transactional Leadership	0.234	0.097	0.250	2.426	0.017	Reject Ho	Significant
Transformational Leadership	0.418	0.097	0.443	4.302	0.000	Reject Ho	Significant

R = 0.634; R^2 = 0.402; F-value = 32.619; p-value = 0.000

The Regression Model:

TCI= 0.234 (TL) + 0.418 (TrL) + 1.265

Where: TCI - Teachers' Commitment to the Institution

TL - Transactional Leadership

TrL - Transformational Leadership

The regression analysis model illustrates how independent predictor variables—transactional and transformational leadership—affect teachers' commitment to the institution. According to Table 6, both leadership styles significantly influence teacher commitment, with Transactional Leadership showing a standardized coefficient beta of 0.250 (p-value = 0.017) and Transformational Leadership at 0.443 (p-value = 0.000). The unstandardized coefficients for Transactional and Transformational Leadership are 0.234 and 0.418, respectively.

The Transformational Leadership of school heads has the highest t-value of 4.302, while Transactional Leadership has a t-value of 2.426. The R² value of 0.402 indicates that 40.2% of the variance in teacher commitment can be explained by these leadership styles. The overall regression is significant, with an F-value of 32.619 (p-value = 0.000).

The quantitative results suggest that respondents rated their school heads higher in transformational leadership traits than in transactional ones, highlighting that these leadership styles can coexist and complement each other. While Khan et al. (2019) found transformational leadership has a stronger effect on faculty commitment than transactional leadership, research by Hai et al. (2022) confirms that both styles impact teacher commitment significantly.

Several studies indicate that leadership styles profoundly influence teachers' commitment, suggesting that effective leadership can enhance this commitment (Jamali et al., 2022; Hallinger et al., 2019). Therefore, school heads in the Panabo City Division should adopt a balanced approach, integrating both leadership styles to meet diverse teacher needs. Leadership development programs should prioritize transformational practices that inspire teachers while also recognizing the importance of transactional methods for structure and accountability. This study underscores the complementary nature of these leadership styles and suggests further research into additional paradigms for enhancing teacher commitment.

IV. Conclusion

The research underscores the profound impact of both transactional and transformational leadership styles on teachers' institutional commitment. These findings highlight the crucial role of the Dual Leadership Theory, which posits that effective school leadership requires a strategic balance of these two leadership approaches. By integrating transactional leadership's emphasis on structure, rewards, and performance management with transformational leadership's focus on inspiration, vision, and personal development, school heads can significantly enhance teachers' commitment. This balanced leadership approach not only fosters a more motivated and committed teaching staff but also contributes to a more positive and productive educational environment.

V. Recommendations

The study proposes approaches that meet sustainable development goals for quality education. These efforts are highlighted in the study.

1. Prioritize transactional and transformational leadership training.

2. Create a welcoming school atmosphere that values teachers and meets their needs.

3. Create methods that encourage teacher-school head cooperation.

4. Assess teacher commitment and leadership effectiveness with consistent assessments and feedback.

5. Create policies and encourage effective educational leadership.

6. Include leadership training in teacher education.

7. Encourage school leaders to help instructors balance work and life.

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