

# SCHOOL HEADS' INSTRUCTIONAL SUPERVISION: IT'S RELATION TO TEACHERS' COMMITMENT

RODALYN G. SANTOS  
rodalyn.santos@deped.gov.ph  
Laguna State Polytechnic University, Philippines

## **ABSTRACT**

The study determined how the school heads' instructional supervision affects teachers' commitment. This study will use the descriptive – quantitative research method being the most commonly used method in educational research. The respondents were 24 school heads, 44 master teachers and 279 teachers from elementary schools that were randomly selected in each district within the Division of Laguna. Data gathered were treated with frequency, standard deviation and spearman rho correlation.

The school heads were generally perceived highly manifested in giving instructional supervisions in terms of pedagogical improvement, content enhancement, teachers' collegiality and development. It is properly carried out in their schools based on the perspectives of teachers.

The results also revealed that the teachers have high manifestations in their commitment to teaching profession, career continuance and community building. This means that teachers possess a high commitment to their profession by keeping abreast of their professional knowledge, seeking to establish a professional learning community and advanced studies, and participating in action research activities.

Findings showed that there is no significant correlation between the level of school heads' instructional supervision and teachers' commitment. It implies that school heads' instructional supervision had no significant influence on teachers' commitment, since commitment is coming from the inner part of one's personality.

School heads may conduct school learning action cell (SLAC) focusing on finding factors which motivate teachers in increasing their level of commitment.

## **Keywords:**

*Instructional supervision, teachers' commitment, school heads, teachers*

## **INTRODUCTION**

The increasing accountability levied upon educational institutions, whether government or private, challenges the sustainable development of schools. Schools are expected to provide quality education to prepare students according to the demands of the era. To achieve sustainable development, educational leaders are expected to strengthen the professional competency of teachers and staff, formulate strategic plans, and build collaborative relationships with external parties to successfully manage change.

In support of this, the supervision of teachers must be constant as this has been one of the most important functions of our educational system. As cited in Tyagi (2015), instructional supervision provides guidance, support, and empowerment of teachers for their professional development in the teaching-learning process. Supervision provides teachers with the support, knowledge, and skills that enable them to succeed.

Moreover, the quality of instructional supervision develops among teachers' good perceptions and positive attitudes toward the practice (Choy, 2013). Hoffman and Tesfaw (2014) added that teachers were convinced of the need for instructional supervisory engagements. It is also regarded that the quality of supervision practice is a key factor in determining school success (Hamzah, 2013).

Kuizon and Reyes (2014) further noted that quality education depends on the extent of implementation of instructional supervision especially in public elementary and secondary schools.

Likewise, Limon (2015) mentioned that instructional supervision assists in improving and developing curriculum instruction. Instructional supervision, both internal and external to the school, is tasked to do supervisory work and carry out supervisory functions to help teachers improve learning conditions. These include improvements in the quality of instruction and academic performance in learning institutions.

The above circumstances presented in the preceding discussion motivated the researcher to carry out this study to generate a glimpse of school heads' instructional supervision and their relation on teachers' commitment in the Division of Laguna based on the perspectives of the educators.

The proponent believed that the data gathered from the educators who are the recipients and implementers of the school heads' instructional supervision will determine its impact on teachers' commitment thus on students' academic achievement. So, this study was conceived.

This study attempts to find out the school heads' instructional supervision and its effects on teachers' commitment in the Division of Laguna based on the perspectives of the educators. Specifically, it will answer the following problems:

1. What is the level of school heads' instructional supervision in terms of:
  - 1.1. Pedagogical improvement;
  - 1.2. Content enhancement;
  - 1.3. Teachers' collegiality; and
  - 1.4. Professional development?
2. What is the level of teachers' commitment in terms of:
  - 2.1. Teaching profession;
  - 2.2. Career continuance; and
  - 2.3. Community building?
3. Is there any significant relationship between the school heads' instructional supervision and teachers' commitment?

## **REVIEW OF RELATED LITERATURE**

An extensive survey of literature related to the study was carried out and the reviewer decided to start with the concept of 'Commitment'.

Commitment as a construct has been conceptualized in many ways in many forms of literature. According to the Cambridge International Dictionary of English, "commitment" is "promising or giving one's loyalty or money to a specific principle, person, or plan of action." Commitment is defined as a solid and unwavering loyalty to one's beliefs in one's ideals. Commitment is also defined as a state of mind in which someone accepts a choice or request and makes a concerted effort to carry it out effectively (Choudhury and Chechi, 2021).

In pursuing the topic of teachers' commitment researchers and scholars in the 90s and earlier did a comprehensive review of the various definitions of teacher commitment and concluded that a common theme across the definitions is a psychological bond or identification of the individual with an object that takes on special meaning and importance to them. This is consistent with an early and widely used definition of teacher commitment as the strength of an individual's identification with and involvement in a particular organization. Earlier researchers and scholars are one in believing that teachers' professional commitment represents many ways in which they see, comprehend, and conceive the phenomenon of commitment (Hariri and Sumintomo, 2020).

However, in general, commitment refers to one's level of engagement in an organization. The preceding discussion simply illustrates that teacher commitment is complex because teachers bond with their organizations or schools and other entities such as their colleagues, students, professional associations, and the teaching profession itself. Although there are various definitions of commitment, the recent literature has focused on some combinations of three distinct types of teacher commitment: commitment to the school organization, commitment to the teaching profession, and commitment to students. Most research – scholars agree that the main indicators of a teacher's commitment are

commitment to students, commitment to teaching, commitment to society, and commitment to the profession (Chan et al, 2018).

The discussion above suggested that social competence has the strongest contribution to teacher performance, therefore, there is a need to increase teacher commitment, especially in the social competence of teachers so that teachers' performance increases. In addition to focusing on teacher competency, teacher commitment also needs to be improved, especially ongoing commitment, because it has the largest contribution among other indicators of teacher commitment. Further, it can also be concluded that the teacher's commitment played a mediating role in the relationship between teacher competences with teacher performance. Thus, the teacher commitment is very important to be improved, because both, directly and indirectly, able to improve teacher performance (Chan et al, 2018).

On the other hand, organizational commitment refers to a strong belief in, and acceptance of the values and goals of an organization. Teachers with high levels of organizational commitment tend to exert considerable effort on behalf of their schools and express high levels of attachment to their schools as formal organizations (Choudhury and Chechi, 2021). Teachers who are committed to their schools are more likely to remain and help the schools in achieving their goals.

Several ideas from varied publications and studies reviewed have confirmed the positive consequences of teacher commitment. It claimed that teacher commitment was positively related to job satisfaction among teachers. It was further reported that a positive relationship between teachers' organizational commitment and the reading achievement of students is achieved by controlling for students' socioeconomic status. These justifications of the positive consequences of teacher commitment underscore its importance and the need to identify factors contributing to teacher commitment need to be identified.

Instructional supervision is an important management function in education. To appreciate it better, a review was conducted to establish significant relationships that exist between instructional supervision and teacher commitment and efficacy. Likewise, it has to be integrated with leadership. Only through dynamic leadership, we can translate the importance of instructional supervision and its effects on teachers' commitment and efficacy which in turn are necessary inputs to achieve students' academic achievement and later will be a factor of quality school performance.

Principals' instructional supervision focuses primarily on helping teachers reflect on their actions and promoting school improvement through professional development. This academic activity is based on school-based supervision from relevant staff (principals, administrators, teachers, and inspectors) in schools to provide supervision, support, and continuity assessment for teachers' professional development and improvement of the teaching process. Likewise, instructional supervision enhances teachers' professional knowledge and promotes the effectiveness of teaching activities. The aims of instructional supervision are as follows: (1) to provide objective feedback to teachers; (2) to diagnose and solve teaching problems; (3) to help teachers develop their strategies and skills; (4) to evaluate teachers for promotions or appointments; and (5) to help teachers maintain a positive attitude.

According to Chen (2018), the principals' have five supervisory tasks as follows: direct assistance, group development, professional development, curriculum development, and action research. They viewed instructional supervision as enabling teachers to improve students' instruction and improve relationships, meeting both organizational and personal needs. Let's try to expound on each of these tasks.

Group development is the gathering of teachers to make decisions on mutual instructional issues. The principal has a decisive influence on the practice of the school curriculum and is the leader in instruction. If the principal promotes a positive attitude in teachers, instructional supervision is more effective (Maisyaroh et al, 2021). If the principal wants teachers to participate in instructional supervision, they must enable the teachers to have a positive outlook on instructional supervision. The principal should create teaching groups, and let teachers learn together.

With the preceding knowledge generated from the said study, the reviewer/reader was equipped with a clear idea of the role of teacher commitment with other variables under study. Ware and Kitsantas, Anastasia (2015) focused on public schools expected to meet performance goals before the No Child Left Behind Act of 2001 (2002). The authors examined the relationships among measures of teacher commitment and teacher and principal efficacy beliefs. Principals' efficacy to influence curriculum, standards, policy, and spending, as well as their engagement in the operation of the school, impacted teacher commitment directly or indirectly through (a) teacher efficacy to enlist administrator support or through (b) teachers' collective efficacy beliefs. The value placed on a specific relationship would depend upon an individual's preferred form of teacher efficacy. Meeting performance goals did not affect teacher commitment.

This study was included as it discusses the major variables in the current proposed study. The ideas earned by the reviewer in this study were good and help enlighten some hazy concepts that clouded the reviewers' mind, especially on the variables chosen to be included in the present study. The methodology used was of great help in understanding the process in dealing with similar data.

Altun (2017) explores the role of teacher commitment in student achievement and focuses on the differences passionate teachers make and points out the effects of passion on effective learning and teaching. The study concluded that teacher commitment is a motivational force that inspires teachers to invest more time and energy in student achievement. This willingness of promoting student accomplishment inspires teachers to seek ways to enhance the teaching profession and establish an effective learning environment to allow students to reach their goals. Teacher commitment is a crucial factor that impacts student achievement.

The author further said that committed teachers devote themselves to their students, school, and the teaching profession. When teachers are involved in developing their teaching profession, they can influence student accomplishment. Teachers with a high level of commitment also motivate students to involve in school activities. Once students take part in learning activities, they stand a better chance to develop their achievements.

As a complement to the preceding study, Ni (2017) studied the charter school movement which relies on teachers as critical components. The author has the opinion that teacher commitment is an important aspect of teachers' lives because it is an internal force for teachers to grow as professionals. It is also considered one of the crucial factors in influencing various educational outcomes, including teacher effectiveness, teacher retention, and student learning.

Benawa, Gea, and Willyarto (2015) conducted a study that showed a direct positive effect of organizational culture, leadership, work environment, and organizational trust on organizational commitment. The study used a quantitative approach, using a survey method and structured interview with a sample of 75 teachers. The data collected were processed by path analyses. The result showed that organizational commitment was affected directly positively by external factors, like organizational culture, leadership, work environment, and trust. The implication is the teacher's organizational commitment can be increased by improving the organizational culture, leadership, work environment, and trust.

Choudhury and Chechi (2021) evaluate the research literature on the association between teacher's commitment and its various indicators and academic achievement of students using 17 papers published between 2000 and 2020. The findings show how different teacher's commitment indicators link to academic achievement. The authors conduct a thorough literature study to identify the variables that moderate or mediate the link between teacher commitment and academic achievement. Finally, the authors summarize the advances gained with studies, with a particular focus on the concept of teacher's commitment. Teachers' commitment is positively linked to the academic achievement of students as observed in the 14-research literature and only 2 research studies showed negative relation. These

teachers’ commitment indicators are prominent because of their positive connections with the academic achievement of students. They are teacher’s commitment to students, teacher’s commitment to the profession, teacher’s commitment to teaching, and teacher’s commitment to society. The professional commitment indicator has a moderating influence on the relationship between teachers’ commitment and students’ academic performance.

The reviewer found this study very helpful in strengthening the many inquiries surrounding her proposed study. The many variables surveyed in the reviewed work were identical to the research proposal of the reviewer and therefore, the direction, methodologies, and other related processes used by the authors provided the reviewer with good ideas to follow and consider in pursuing her work plan. This paper truly enhanced the perspective of the reviewer concerning the topic of teacher commitment and the role of leadership in the promotion and sustainable practice of the action among educators. Likewise, it also extended the awareness of the reviewer in the sense that it further labelled commitment as a moderating/mediating factor in the attainment of teacher efficacy, thus contributing to student performance which in turn affects the overall school performance.

This study was included in the list of related studies since some of the variables in this study were also variables in the proposed study of the reviewer. The particular variables include teacher commitment, leadership, and teacher collegiality. Having a clear perspective on the said variables enables the reviewer to develop a better outlook in dealing with the proposed study variables in the current study. The findings generated from the research provided the reviewer with a clear idea and direction related to the proposed study.

The authors recommended that instructional supervision needs to be a priority in schools and given enough time so that improvement in instruction can occur. Likewise, supervisory practices should be clearly outlined in the school policies, providing (beginner and experienced) teachers with the options of choosing among different types.

**METHODOLOGY**

This study will use the descriptive – quantitative research method being the most commonly used method in educational research. This is a preferred method because it is objective in data collection, quantifies variables, and describes phenomena using numbers to characterize them. Siedlecki (2020) asserts that concepts, variables, and hypotheses are chosen before the study begins and remain fixed throughout the study in a static design. McMillan and Schumacher (2014) explain that quantitative methodology uses a deductive form of logic where theories and hypotheses are tested for cause and effect.

**RESULT AND DISCUSSION**

**Table 1. Level of the School Heads’ Instructional Supervision based on Pedagogical Improvement.**

<i>The School Head...</i>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
review my schemes of work from time to time or when promptly needed.	4.51	0.63	Highly Manifested
give constructive comments on my scheme of work.	4.51	0.63	Highly Manifested
introduce and suggest new approaches in the teaching-learning process.	4.52	0.63	Highly Manifested
improve the method of teaching by helping teachers who need assistance on their aspect.	4.52	0.63	Highly Manifested

provide a sequence of instruction and learning from lower to higher grade level.	4.46	0.66	Highly Manifested
<b>Weighted Mean</b>	4.50		
<b>SD</b>	0.55		
<b>Verbal Interpretation</b>	Highly Manifested		

The teachers perceived that the school heads’ highly manifested pedagogical improvement in terms of improving the method of teaching by helping teachers who need assistance on this aspect (M=4.52; SD = 0. 63); suggesting new approaches in the teaching-learning process (M=4.52; SD= 0.63); giving constructive comments on teachers’ work (M=4.51; SD=0.63); reviewing teachers’ scheme of work from time to time (M=4.51; SD=0.63); and providing the sequence of instruction (M=4.46; SD=0.66).

The overall mean of 4.50 and SD of 0.55 disclosed that the school heads’ pedagogical improvement was highly manifested since they provided assistance to teachers in terms of scheduling, reviewing teacher methods and suggesting new approaches, through constructive comments.

**Table 2. Level the School Leaders’ Instructional Supervision based on Content Enhancement**

<b>The School Head...</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
assist teachers in the areas of curriculum planning and scheduling of the subjects.	4.54	0.60	Highly Manifested
give assistance to teachers in finding resource materials, supplies, teaching aids, and books.	4.47	0.68	Highly Manifested
provide leadership for curriculum studies and development of materials.	4.51	0.63	Highly Manifested
support teachers in developing educational objectives appropriate to the student's needs, abilities, and differences.	4.56	0.63	Highly Manifested
check teachers’ learning resources' relevance, currency, and appropriateness.	4.53	0.64	Highly Manifested
<b>Weighted Mean</b>	4.52		
<b>SD</b>	0.58		
<b>Verbal Interpretation</b>	Highly Manifested		

The content enhancement aspect of the school leaders’ instructional supervision was highlighted in Table 2. As reported, indicator 4 “supports teachers in developing educational objectives appropriate to the student's needs, abilities, and differences” earned the highest mean (M=4.56; SD=0.632) and with a verbal interpretation of highly manifested. Indicator 1 “assists teachers in the areas of curriculum planning and scheduling of the subjects” gained a mean (M=4.54, SD=0.60) also with verbal interpretation of highly manifested. Indicator 3 “provides leadership for curriculum studies and development of materials” gained a mean (M=4.51; SD=0.63) Also with verbal interpretation of highly manifested. Indicator 2 “gives assistance to teachers in finding resource materials, supplies, teaching aids, and books”, earned a mean (M=4.47; SD=0.68). Though the mean is a little bit lower than the previous 4 indicators still the verbal interpretation is highly manifested.

The overall mean (M=4.52; SD=0.58) and verbal interpretation of highly manifested clearly suggests that the respondents’ perceived their instructional supervisor positively in terms of content enhancement. This means that instructional supervisors are guiding teachers to identify the content that they deem to be most critical and teach it using powerful teaching routines that actively engage students.

**Table 3. Level of School Heads’ Instructional Supervision based on Teachers’ Collegiality**

<i>The School Head...</i>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
believe that professional growth occurs when the school community is working together collegially.	4.68	0.49	Highly Manifested
strive to bring all of the school members toward collegiality as manifested through collaborative work and reflective practices.	4.64	0.53	Highly Manifested
engage everybody in the school environment to achieve educational objectives.	4.61	0.55	Highly Manifested
allow teachers to discuss beyond the typical topic of children, curriculum, and complaints, but also includes the —non-discussable ones.	4.57	0.56	Highly Manifested
manifest through her action the idea that collegiality and professional development could be used as an effective tool for the teacher’s professional growth and improved job performance.	4.58	0.59	Highly Manifested
<b>Weighted Mean</b>	4.62		
<b>SD</b>	0.47		
<b>Verbal Interpretation</b>	Highly Manifested		

It can be observed that the teachers perceived the school heads were highly manifested on teachers’ collegiality in believing that professional growth occurs when the school community work together ( $M=4.68$ ;  $SD=0.49$ ), striving to bring all of the school members toward collegiality ( $M=4.64$ ;  $SD=0.53$ ), engaging everybody in the school environment ( $M=4.61$ ;  $SD=0.55$ ), manifesting through her action that collegiality and professional development could be used as effective tool for professional growth and improved job performance ( $M=4.58$ ;  $SD=0.59$ ) and allowing teachers to discuss beyond the typical topic of children, children and complaints ( $M=4.57$ ;  $SD=0.58$ ).

This means that teachers have positive connections with their colleagues and co-workers and are friendly and care about them. They respect and trust each other and see their co-workers as accepting and encouraging, as well as collaborative and supportive of each other’s success.

With an overall mean ( $M=4.61$ ;  $SD=0.47$ ) and verbal interpretation of highly manifested, it shows that instructional supervisor promotes teacher collegiality in his/her schools.

**Table 4. Level of School Heads’ Instructional Supervision based on Professional Development**

<i>The School Head...</i>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
foster a culture of openness and growth so that everyone believes they can always learn more, grow more, and feel comfortable with that belief.	4.52	0.65	Highly Manifested
facilitate collaborative strategic planning that involves teachers, administrative staff, support staff and stakeholders.	4.56	0.58	Highly Manifested
provide professional support and opportunities to teachers like training, seminar, SLACs and others.	4.65	0.62	Highly Manifested
create and supports a school environment in which teachers enhance their knowledge and practices in order to ensure the learning of all students.	4.56	0.64	Highly Manifested

oversee and evaluate the strength, weaknesses and needs of the teacher relative to their professional development. 4.61 0.61 Highly Manifested

<b>Weighted Mean</b>	4.58		
<b>SD</b>	0.55		
<b>Verbal Interpretation</b>	Highly Manifested		

It can be seen in above Table 4 that indicator 3 “provides professional support and opportunities to teachers like training, seminar, SLACs, and others” gaining the highest mean of (M=4.64; SD=0.62) with a verbal interpretation of highly manifested. Indicator 1 “fosters a culture of openness and growth so that everyone believes they can always learn more, grow more, and feel comfortable with that belief” earned the lowest mean (M=4.52; SD= 0.65), yet with a verbal interpretation of highly manifested also.

The remaining 3 indicators, indicator 4 creates and supports a school environment in which teachers enhance their knowledge and practices in order to ensure the learning of all students” earned a mean of (M=4.56; SD=0.64) with a verbal interpretation of highly manifested; Indicator 5 “oversees and evaluates the strength, weaknesses, and needs of the teacher relative to their professional development, gained a mean of (M=4.61; SD=0.61) also with verbal interpretation of highly manifested; and indicator 2 facilitates collaborative strategic planning that involves teachers, administrative staff, support staff, and stakeholders.’ earned a mean of (M=4.56; SD=0.58) also with a verbal interpretation of highly manifested.

The preceding findings have an overall mean of (M=4.58; SD- 0.55) and also with verbal interpretation of highly manifested. This means that the school heads instructional supervision includes professional development and it is properly carried out in their schools based on the perspectives of teachers.

As projected in Table 5, it can be observed that the commitment of teachers to their profession were highly manifested in terms of keeping herself/himself abreast professional knowledge and educational memorandum (M=4.69; SD=0.52), establishing professional learning community in the school (M=4.65; SD=0.54), and seeking advanced degree and standard-based professional growth opportunities (M=4.59; SD=0.50). Second indicator got the lowest mean (M=4.07; SD=0.82) has a verbal interpretation of evidently manifested.

**Table 5. Level of Teachers’ Commitment based on their Profession**

<b>The Teachers...</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
seek advanced degree and standard-based professional growth opportunities.	4.59	0.50	Highly Manifested
participate in action research activity.	4.07	0.82	Evidently Manifested
establish professional learning community or group in the school.	4.65	0.54	Highly Manifested
explore innovative methods of instruction to improve the delivery of learning.	4.60	0.52	Highly Manifested
keep herself/himself abreast professional knowledge, educational memorandum, etc.	4.69	0.53	Highly Manifested

<b>Weighted Mean</b>	4.52
<b>SD</b>	0.31
<b>Verbal Interpretation</b>	Highly Manifested

The overall mean of this sub-variable ( $M=4.52$ ;  $SD=0.31$ ) is verbally interpreted as highly manifested. This means that teachers possess a high commitment to their profession by keeping abreast of their professional knowledge, seeking to establish a professional learning community, seeking advanced studies, and participating in action research activities.

**Table 6. Level of Teachers' Commitment based on their Career Continuance**

<b>The Teachers...</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
compensate a competitive benefit packages.	4.41	0.55	Highly Manifested
enter the profession fully qualified with alternative certification program.	4.59	0.58	Highly Manifested
communicate with other teachers and understanding their needs will make them feel heard and less likely to leave the district.	4.81	0.43	Highly Manifested
demonstrate sense of belongingness and collegial relationships.	4.79	0.44	Highly Manifested
<b>Weighted Mean</b>	4.65		
<b>SD</b>	0.38		
<b>Verbal Interpretation</b>	Highly Manifested		

It can be observed in Table 6, that indicator 3 “communicates with other teachers and understanding their needs will make them feel heard and less likely to leave the district” got the highest mean ( $M=4.81$ ;  $SD=0.43$ ) with verbal interpretation of highly manifested. However, indicator 1 “compensates competitive benefit packages” got the lowest mean ( $M=4.41$ ;  $SD=0.55$ ) also with verbal interpretation of highly manifested.

The remaining 2 indicators also has verbal interpretation of highly manifested. These are the indicator 4 “demonstrates a sense of belongingness and collegial relationships” ( $M=4.79$ ;  $SD=0.44$ ) and indicator 2 “enters the profession fully qualified with alternative certification program” ( $M=4.59$ ;  $SD=0.58$ ). These findings are proofs to prove that teachers have a high commitment to career continuance.

This finding is further strengthened by the overall mean ( $M=4.65$ ;  $SD= 0.38$ ) which was verbally interpreted as highly manifested. This is a confirmation that teachers remain steadfast in their commitment to career continuance as they demonstrate a sense of belongingness, maintain collegial relationships, and communicates with other teachers and understand their needs.

**Table 7. Level of Teachers' Commitment based on Community Building**

<b>The Teachers...</b>	<b>Mean</b>	<b>SD</b>	<b>Remarks</b>
break down barriers within communities and promotes understanding and cooperation.	4.68	0.53	Highly Manifested
play an essential role in attracting linkages.	4.57	0.58	Highly Manifested
help to create a sense of community identity and shared purpose.	4.56	0.61	Highly Manifested

<i>support other teachers by developing the technical and social skills of the population.</i>	4.69	0.50	Highly Manifested
<i>strive to be a foundation of any civilized society by providing the best services the community needs.</i>	4.65	0.57	Highly Manifested
<b>Weighted Mean</b>	4.63		
<b>SD</b>	0.35		
<b>Verbal Interpretation</b>	Highly Manifested		

The teachers’ commitment to the community building was perceived highly manifested in supporting other teachers by developing the technical and social skills of the population ( $M=4.69$ ;  $SD=0.50$ ), breaking down barriers within communities ( $M=4.68$ ;  $SD=0.53$ ), striving to be a foundation of any civilized society ( $M=4.65$ ;  $SD=0.58$ ), playing an essential role in attracting linkages ( $M=4.57$ ;  $SD=0.58$ ) and helping to create a sense of community identity and shared purpose ( $M=4.56$ ;  $SD=0.61$ ). It can be deduced from the preceding data that teachers’ commitment to community building is very evident and that it is clearly practiced.

The overall mean of ( $M=4.63$ ;  $SD=0.35$ ) and its verbal interpretation of highly manifested is proof to prove that teachers’ commitment to the community building is shown by empowering other teachers through developing their social skills, creation of community identity, breaks barriers within communities, and provides best services according to community needs.

School heads preliminary observation of the data embodied in Table 8 illustrates an attempt to find out whether school heads’ instructional supervision directly affects teachers’ commitment. School leaders’ instructional supervision is made up of 4 sub-variables namely: pedagogical improvement, content enhancement, teacher collegiality, and professional development. Teacher commitment includes a commitment to the profession, commitment to career continuance, and commitment to community building.

**Table 8. Significant Relationship between the School Heads’ Instructional Supervision and Teachers’ Commitment**

<i>School Heads Instructional Supervision</i>	<i>Teachers’ Commitment</i>	<i>Beta Coefficient</i>	<i>t - value</i>	<i>p - value</i>	<i>Analysis</i>
Pedagogical Improvement	<i>Teaching Profession</i>	.566	2.365	.021	Significant
Content Enhancement		-.206	-.920	.361	Not Significant
Teachers’ Collegiality		.452	1.695	.095	Not Significant
Professional Development		1.166	4.455	.000	Significant
<i>Adjusted R Square</i>				0.208	
<i>F-Value</i>				5.408	
<i>Sig</i>				0.000	
Pedagogical Improvement	<i>Career Continuance</i>	.126	.466	.643	Not Significant
Content Enhancement		-.183	-.723	.472	Not Significant
Teachers’ Collegiality		-.246	-.815	.418	Not Significant

Professional Development		.456	1.541	.128	<i>Not Significant</i>
<i>Adjusted R Square</i>				-.011	
<i>F-Value</i>				.821	
<i>Sig</i>				0.000	
Pedagogical Improvement		.056	.217	.829	<i>Not Significant</i>
Content Enhancement	<i>Community Building</i>	.137	.565	.574	<i>Not Significant</i>
Teachers' Collegiality		.571	1.965	.054	<i>Not Significant</i>
Professional Development		.628	2.204	.031	Significant
<i>Adjusted R Square</i>				0.061	
<i>F-Value</i>				2.080	
<i>Sig</i>				0.000	

As manifested in Table 8, only pedagogical improvement earned a beta coefficient of  $\beta=.566$ , t-values of 2.365, p-value of .021 and professional development has a beta coefficient of  $\beta=1.16$ , t-values of 4.455, p-value of 0.00 showing a significant relationship with teachers' commitment to the profession. The adjusted R square indicates that 20.8% of the variations in teachers' commitment in teaching profession is explained the school heads' instructional supervision as to pedagogical improvement and professional development. Thus, it shows that pedagogical improvement as an aspect of school leaders' instructional supervision is a predictor of teachers' commitment to their profession. It also highlights that the more positive pedagogical improvement of school heads will have a better teacher commitment in their teaching profession.

However, it is important to mention that professional development registered a beta coefficient of  $\beta=0.628$ , t-value of 2.204 and a p-value of .031 is significantly related to community building. The adjusted R square indicates that 6% of the variations in teachers' commitment in community building is explained the school heads' instructional supervision as to professional development.

However, due to the data discussed above the hypothesis that there is no significant relationship between school leaders' instructional supervision and teachers' commitment is accepted.

## CONCLUSION

As a result of the findings, the following conclusion was drawn:

The hypothesis is sustained since there is no significant correlation between the level of school heads' instructional supervision and teachers' commitment. It implies that school heads' instructional supervision had no significant influence on teachers' commitment, since commitment is coming from the inner part of one's personality. Therefore the null hypothesis stating that there is no significant relationship between school heads' instructional supervision and teachers' commitment is accepted.

## RECOMMENDATIONS

1. It is recommended that the school heads may sustain the quality of supervising instruction especially in pedagogical improvement and professional development.
2. School heads may conduct school learning action cell (SLAC) focusing on finding factors which motivate teachers in increasing their level of commitment.
3. Researchers in the future studies can do differently to help shed more light on this topic and should study a different population or look at a different set of variables.

## ACKNOWLEDGEMENTS

The completion of this study would not be possible without the support of all those who shared their precious time and ideas while this study was conducted.

First and foremost to our **Almighty God**, for all the blessings, knowledge, guidance, strength and ability He showered throughout the study.

**Dr. MERILYN P. JUACALLA**, ideal thesis adviser, for wise pieces of advice, insightful criticisms, and patient encouragement aided the writing of this dissertation in immeasurable ways;

**Ma'am LOREVIE, Ma'am JOVELYN, Ma'am ROSARY, Ma'am DORACEL, Ma'am EMERLITA, Ma'am GEANE and Ma'am RIZELIE**, her friends, who always shares expertise through intelligent comments and gave inspiring words;

**Mr. RYAN PAUL A. SANTOS**, the researcher's caring and loving husband, for the financial support and giving of unending inspiration to finish this study;

And lastly all who believed and helped in the realization of this study.

## REFERENCES

- Allen, Nancy, Grigsby, Bettye, and Peters, Michelle L. (2015). Does leadership matter? Examining the Relationship Among Transformational Leadership, School Climate, and Student Achievement, *NCPEA International Journal of Educational Leadership Preparation*, Vol. 10, No. 2.
- Altun, Mustafa (2017). The Effects of Teacher Commitment on Student Achievement: A Case Study in Iraq, *International Journal of Academic Research in Business and Social Sciences*, Vol. 7 No. 11.
- Benawa, Arcadius, Gea, Antonius A., and Willyarto, Mario Nugroho (2015). Improving Teachers' Commitment by Improving External Factors, *American Scientific Publishers*, Volume 23 (23), 925 – 929.
- Chan, Wai-yen et al (2018). Organizational and Personal Predictors of Teacher Commitment: The Mediating Role of Teacher Efficacy and Identification with School, *American Educational Research Journal*, Volume 45, No. 3, 597- 630.
- Chen, Chien Chin (2018). Facilitation of Teachers' Professional Development through Principals' Instructional Supervision and Teachers' Knowledge- Management Behaviors, *IntechOpen Book Series*
- Choudhury, S. and Chechi, V. K. (2021). A Review of the Relationship between Teacher Commitment Indicators and Academic Achievement, *Vidyabharata International Interdisciplinary Research Journal (Special Issue)*.
- Citriadin, Yudin Bambang Budi Wiyonob, Muhammad Hudac, Imron Arifin (2019). The Influences of Teacher Performance in public High Schools in Indonesia, *International Journal of Innovation, Creativity, and Change*. [www.ijicc.net](http://www.ijicc.net). Volume 9, Issue 6.
- Hariri, Hasa, and Sumintomo, Bambang (2020). *Teacher commitment to teaching*, Oxford Research Encyclopedia
- Maisyaroh, Bambang Budi Wiyono, Hardika, Anabelie Villa Valdez, Solaiman B. Mangorsi & Sanaorai P.T. Canapi (2021). The implementation of instructional supervision in Indonesia and the

Philippines, and its effect on the variation of teacher learning models and materials, *Cogent Education*, 8:1, DOI: 10.1080/2331186X.2021.1962232

Ni, Yongmei (2017). Teachers' Working Conditions, Teacher Commitment and Charter Schools, Research Gate.