

SCHOOL HEADS LEADERSHIP AND MANAGEMENT PRACTICES ON THE ORGANIZATIONAL COMMITMENT AND PERFORMANCE OF SECONDARY CITY SCHOOLS IN THE DIVISION OF DASMARIÑAS

JEDIE A. MENDOZA

jedie.mendoza001@deped.gov.ph

Doctor of Education, Laguna State Polytechnic University, Philippines

ABSTRACT

Leadership is one of those concepts that are very hard to define. It is one of the terms most widely used in many areas of human activity, including armed forces, business, politics, religion, sports, and especially, education. This study aims to determine the school heads leadership and management practices on the organizational commitment and performance. The study used the quantitative research, descriptive assessment and correlational research design. Descriptive-correlational design was used to determine the school heads leadership and management practices on the organizational commitment and performance. Simple random sampling was applied from a population of teachers in Junior High School in the City Schools Division of Dasmariñas. The instrument used in the study was survey questionnaire-checklist. Findings show that the level of Leadership Practices in terms of Strategic thinking, Planning and Delivery, People Management and innovation, Communication Skills, Persuasion and Influence, Empathy, and Flexibility along with the level of Management Practices in terms of People Management, Innovation, Strategic planning, Performance Monitoring was of very great extent, implying the effectiveness and efficacy educational leadership and management, and that it must be responsive to both global and local developments that directly impact teaching and learning through changes in curriculum in terms of pedagogical and assessment practices. Findings also show that the level of the Organizational Commitment in terms of Affective, Continuance, and Normative commitment along with level of Organizational Performance in terms of Task Performance, Contextual Performance, Adaptive Performance was a very great extent, which implies that the practices of leaders and teachers in schools increase student achievement by improving teaching and learning in the school, and that behavior at work can contribute independently to effective outcomes for organizations. It also revealed that relationship between school heads leadership and management practices and organizational commitment was not observed to have any significant relationship with Organizational Commitment except for the Performance Monitoring of management practices, and the relationship between school heads leadership and management practices and organizational performance was not observed to have any significant relationship. Based on the drawn conclusions, the following recommendations were formulated: (1) it suggests to have a continuous process of effective people management that will help to enhance leadership and management practices and learn various strategies for further development with regard to school improvement and teacher performance, (2) teachers and school head may give emphasis on organizational commitment and performance by setting common goal, that deeply contributes to the future of students and schools, and (3) future researchers may change the variables and expand the scope and limitations of the study for the improvement of the study.

Keywords:

School Head, leadership, management, practices, commitment, performance

INTRODUCTION

Leadership is one of those concepts that are very hard to define. Although difficult, it is important to have a good definition of leadership. It is one of the terms most widely used in many areas of human activity, including armed forces, business, politics, religion, sports, education etc.

It has been shown that leadership is an evolving concept, but it could be satisfactorily defined as the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals. This definition seems to fit properly to the modern concept of leadership, that gives the leader, the followers, and the context a very important role in the leadership process.

In addition, the commitment of the employees and staff to the organization was influenced by the leadership practices, where leaders play a crucial role in fostering collaboration in the workplace (Hife, L., & Mendoza, J., 2020).

Moreover, management practices done by the school heads are also important in controlling and handling the school system. Organizational commitment and performance can be further increase depending on the leadership and management practices of the school head. Thus, the researcher wants to further explore the positive and/or negative relationship between school head's leadership, management practices and organizational commitment and performance.

This study aims to determine the school heads leadership and management practices on the instructional leaders' organizational commitment and performance.

Specifically sought to answer the following questions:

1. What is the level of leadership and management practices in terms of;
 - 1.1 Strategic Thinking;
 - 1.2 Planning and Delivery;
 - 1.3 Communication Skills;
 - 1.4 Persuasion and Influence;
 - 1.5 Empathy; and
 - 1.6 Flexibility?
2. What is the level of Management Practices in terms of;
 - 2.1 People Management;
 - 2.2 Innovation;
 - 2.3 Strategic Planning; and
 - 2.4 Performance Monitoring?
3. What is the level of Organizational Commitment in terms of;
 - 3.1 Affective Commitment;
 - 3.2 Continuance Commitment; and
 - 3.3 Normative Commitment?
4. What is the level of Organizational Performance in terms of;
 - 4.1 Task Performance;
 - 4.2 Contextual Performance;
 - 4.3 Adaptive Performance; and
 - 4.4 Student Achievement?
5. Is there a significant relationship between school heads leadership and management practices on organizational commitment and performance?
6. What are the determinants affecting the organizational commitment and performance?

REVIEW OF RELATED LITERATURE

This chapter presents reviews of related literature that have some relevance to the current study and provides assistance and direction in the research process.

One of the indicators used in this research is organizational commitment. Robbins (2013) defines organizational commitment is a working attitude of employees who have a sense of identification to accomplish organizational goals and wish to maintain good relationship with members within the organization.

Paragsa (2014) proposed that teachers' commitment is a teacher's psychological identification on school goals and values and willingness to become a member of an organization to work considerably harder more than an individual benefit. The willingness to support educational vision and the involvement in teaching job are directly related to the teaching efficacy.

Further, Somers & Birnbaum (2014), emphasized that organizations should use different management and leadership strategies to increase the level of commitment of their employees. When employees are committed to their employer and organization, they will deliver higher levels of performance.

METHODOLOGY

The study used the quantitative research, descriptive assessment and correlational research design. Descriptive-correlational design was used to determine the school heads leadership and management practices on the organizational commitment and performance. Simple random sampling was applied from a population of teachers in Junior High School in the City Schools Division of Dasmariñas. The instrument used in the study was survey questionnaire-checklist.

RESULT AND DISCUSSION

Table 1 Shows the Level of Leadership Practices in terms of Strategic Thinking.

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
Understands the logical connections between ideas to analyze and adapt an approach that would be beneficial to the whole organization.	4.60	0.63	Strongly Agree
Considers opposing ideas and other opinions to build more reasonable decisions.	4.48	0.72	Strongly Agree
Examines and scrutinizes every situation to develop more deliberative plans.	4.53	0.69	Strongly Agree
Promotes future perspectives and incorporates the learnings from past experiences.	4.61	0.63	Strongly Agree
Thinks beyond the circumstances and has the ability to make solutions to every problem accordingly.	4.55	0.67	Strongly Agree
<i>Weighted Mean</i>	4.55		
<i>SD</i>	0.61		
<i>Verbal Interpretation</i>	Very Great Extent		

Table 1 illustrates the level of leadership practices in terms of Strategic Thinking. From the statements above, "*Promotes future perspectives and incorporates the learnings from past experiences*" yielded the highest mean score ($M=4.61$, $SD=0.63$) and was remarked as Strongly Agree.

Strategic Thinking attained a weighted mean score of 4.55 and a standard deviation of 0.61 and was Very Great Extent. Findings show that leaders in chaotic and complex environments tend to rely on linear thinking, which does not work in situations characterized by ambiguity and complexity.

It is a necessity to address the problems facing universities in creative ways that allow them to achieve excellence and pursue updates in their fields by investing resources, knowledge, and skills

(Al-Hamdani & Al-Khulani, 2018.). Thus, strategic thinking results in proper planning. It helps handle events and facts and improve the university's ability to manage time with the appropriate readiness of intellectual, material, and human potentials.

Table 2 Presents the Level of Leadership Practices in terms of Planning and Delivery.

STATEMENTS	MEAN	SD	REMARKS
Prepares a plan ahead of time and makes an alternative solution if problems encounter.	4.53	0.71	Strongly Agree
Delivers and implements projects according to the needs of the school.	4.57	0.64	Strongly Agree
Establishes and communicates plans with other parts of the organization.	4.54	0.72	Strongly Agree
Prioritizes important things before making a plan and implementing the projects.	4.53	0.68	Strongly Agree
Sets plans with attainable objectives and addresses the needs of the organization.	4.55	0.66	Strongly Agree
Weighted Mean	4.54		
SD	0.63		
Verbal Interpretation	Very Great Extent		

Table 2 illustrates the level of leadership practices in terms of Planning and Delivery.

From the statements above, “*Delivers and implements projects according to the needs of the school*” yielded the highest mean score ($M=4.57$, $SD=0.64$) and was remarked as Strongly Agree. Planning and Delivery attained a weighted mean score of 4.54 and a standard deviation of 0.63 and was Very Great Extent. Even when there is more time for planning an appropriate strategy, flexible adaptive leadership is important to ensure the organization will survive and prosper in the future. A flexible, adaptive response is important when adjustments are not made in a timely way.

Table 3 Presents Level of Leadership Practices in terms of Communication Skills.

STATEMENTS	MEAN	SD	REMARKS
Listens well and communicates relentlessly.	4.54	0.76	Strongly Agree
Delegates tasks clearly with the staff and personnel.	4.57	0.70	Strongly Agree
Manages meetings and communicates with the organization with clear objectives.	4.56	0.69	Strongly Agree
Engages in conversation actively.	4.60	0.68	Strongly Agree
Seeks for other people's opinions and ideas.	4.51	0.78	Strongly Agree
Weighted Mean	4.56		
SD	0.66		
Verbal Interpretation	Very Great Extent		

Table 3 illustrates the level of leadership practices in terms of Communication Skills. From the statements above, “*Delegates tasks clearly with the staff and personnel*” yielded the highest mean score ($M=4.57$, $SD=0.70$) and was remarked as Strongly Agree.

Communication Skills attained a weighted mean score of 4.56 and a standard deviation of 0.66 and was Very Great Extent. It was found out that what principals and teachers talk about and how they communicate both reflect and construct what is considered important in different processes and activities. Communication therefore also reveals what is in focus in the organization's everyday work. Tomlinson & Murphy (2018) stated that a good leader should be the one with special charismatic personality characteristic that enables them exceptional powers to complete leaders' tasks.

Table 4 Shows the Level of Leadership Practices in terms of Persuasion and Influence.

STATEMENTS	MEAN	SD	REMARKS
Develops interpersonal skills and speaks with intent and confidence.	4.60	0.61	Strongly Agree
Builds emotional intelligence among the persons involved in the organization.	4.54	0.70	Strongly Agree
Knows how to use logic and reason to support every argument.	4.58	0.65	Strongly Agree
Builds relationship of trust and respect with all the members of the system.	4.56	0.67	Strongly Agree
Establishes credibility through consistency and competence.	4.56	0.65	Strongly Agree
Weighted Mean	4.57		
SD	0.61		
Verbal Interpretation	Very Great Extent		

Table 4 illustrates the level of leadership practices in terms of Persuasion and Influence.

From the statements above, “*Develops interpersonal skills and speaks with intent and confidence*” yielded the highest mean score ($M=4.60$, $SD=0.61$) and was remarked as Strongly Agree. It attained a weighted mean score of 4.57 and a standard deviation of 0.61 and was Very Great Extent. The focus was on the historical background, recent developments, and current concerns of primary school leaders in demographically and geographically challenging circumstances where school-based management was an official policy.

Without persuading and influencing others, a leader cannot make his or her vision take place. Influencing is soft or personal power, independent of one’s positional power. It allows a leader to get things done and to achieve desired outcomes without coercion (Dellaert & Davydov, 2017).

Table 5 Illustrates the Level of Leadership Practices in terms of Empathy.

STATEMENTS	MEAN	SD	REMARKS
Steps out of comfort zone and experiences things beyond.	4.54	0.72	Strongly Agree
Receives feedback from other people around.	4.52	0.74	Strongly Agree
Takes challenges to explore new things.	4.57	0.65	Strongly Agree
Observes surroundings and develops positive interaction with other people.	4.57	0.67	Strongly Agree
Cultivates the sense of curiosity and tries to emphasize putting self in other shoes.	4.53	0.73	Strongly Agree
Weighted Mean	4.55		
SD	0.65		
Verbal Interpretation	Very Great Extent		

Table 5 illustrates the level of leadership practices in terms of Empathy. From the statements above, “*Takes challenges to explore new things and observes surroundings and develops positive interaction with other people*” yielded the highest mean score ($M=4.57$, $SD=0.65$, 0.67) and was remarked as Strongly Agree. On the other hand, the statement “*Receives feedback from other people around*” received the lowest mean score of responses with ($M=4.52$, $SD=0.74$) also remarked Strongly Agree.

Empathy attained a weighted mean score of 4.55 and a standard deviation of 0.65 and was Very Great Extent. The researchers determined higher levels of empathy to be a positive, statistically significant predictor of advocacy for students at the individual as well as community levels. Researchers discovered educators possessing high levels of empathy would be better able to advocate effectively.

Wolff et al., (2013) found that empathy was positively related to team members’ perspective taking. Leaders who could read emotional expressions better and demonstrate empathy to others were rated as more effective leaders.

Table 6 illustrates the level of leadership practices in terms of Flexibility.

From the statements below, “*Opens to experiences and seeks learning opportunities for each situation*” yielded the highest mean score ($M=4.62, SD=0.62$) and was remarked as Strongly Agree.

Table 6 Presents the Level of Leadership Practices in terms of Flexibility.

STATEMENTS	MEAN	SD	REMARKS
Modifies style or approach to leadership in response to uncertain or unpredictable circumstances.	4.55	0.66	Strongly Agree
Is willing to adapt to changes and be ready for possible mishaps that may be encountered throughout.	4.59	0.65	Strongly Agree
Revises plans to incorporate new innovations and overcome challenges, while still achieving goals.	4.60	0.61	Strongly Agree
Opens to experiences and seeks learning opportunities for each situation.	4.62	0.62	Strongly Agree
Considers initial response before facing new challenges.	4.57	0.63	Strongly Agree
Weighted Mean	4.59		
SD	0.59		
Verbal Interpretation	Very Great Extent		

Flexibility attained a weighted mean score of 4.59 and a standard deviation of 0.59 and was Very Great Extent. Research on these more complex models of flexibility and concluded that “leader effectiveness entails the mastery of countervailing behavior patterns”. In other words, effective leadership requires patterns of managerial behavior that are analogous to harmony.

Reiter-Palmon (2013) investigated the role of flexibility in predicting adolescent leadership activities among 186 undergraduate students. The results suggest that behavioral and cognitive flexibility are distinct constructs and that both contribute uniquely to the prediction of leadership above and beyond social skills and academic ability.

Table 7 illustrates the level of Management Practices in terms of People Management.

From the statements below, “*Shares vision, goals and directions with the organization and trusts co-workers and their intentions for more effective plans and project implementations*” yielded the highest mean score ($M=4.62, SD=0.65, 0.69$) and was remarked as Strongly Agree.

People Management attained a weighted mean score of 4.60 and a standard deviation of 0.62 and was Very Great Extent. Those in management roles establish day-to-day organization in a school while also providing control and oversight to teachers and students.

Table 7 Presents Level of Management Practices in terms of People Management.

STATEMENTS	MEAN	SD	REMARKS
Focuses on strengthening the organization.	4.61	0.65	Strongly Agree
Communicates and mentors new employees.	4.60	0.68	Strongly Agree
Shares vision, goals and directions with the organization.	4.62	0.65	Strongly Agree
Trusts co-workers and their intentions for more effective plans and project implementations.	4.62	0.69	Strongly Agree
Conducts frequent interactions to provide feedback.	4.57	0.70	Strongly Agree
Weighted Mean	4.60		

SD Verbal Interpretation	0.62 <i>Very Great Extent</i>
---	----------------------------------

Further, Somers & Birnbaum (2014), emphasized that organizations should use different management and leadership strategies to increase the level of commitment of their employees. When employees are committed to their employer and organization, they will deliver higher levels of performance. Highly committed teachers can help an organization achieve much more each year than teachers with average or low commitment.

Table 8 Shows Level of Management Practices in terms of Innovation.

STATEMENTS	MEAN	SD	REMARKS
Engages more in creative processes.	4.59	0.63	Strongly Agree
Approaches challenges and constraints innovatively.	4.58	0.65	Strongly Agree
Establishes creative environment for students, faculty members and all other person in school organization.	4.60	0.68	Strongly Agree
Is capable of taking risks and is flexible in all situations.	4.54	0.66	Strongly Agree
Allows the member of the organization to have space and time to innovate new things for better school performance.	4.60	0.65	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.58 0.61 <i>Very Great Extent</i>		

Table 8 illustrates the level of Management Practices in terms of Innovation.

From the statements above, “Establishes creative environment for students, faculty members and all other person in school organization and allows the member of the organization to have space and time to innovate new things for better school performance” yielded the highest mean score ($M=4.60$, $SD=0.68$, 0.65) and was remarked as Strongly Agree.

Innovation attained a weighted mean score of 4.58 and a standard deviation of 0.61 and was Very Great Extent. The importance of innovation and “in-the-moment adaptation” in the classroom in order to respond to students’ needs and interests.

Denning (2018) explored how leadership interacts with innovation. Findings revealed the superintendent was the catalyzed for change and was the driving force of what the innovation should look like. Findings also revealed the principal was the chief communicator among stakeholders.

Table 9 Presents Level of Management Practices in terms of Strategic Planning.

STATEMENTS	MEAN	SD	REMARKS
Observes and seeks trends that can be helpful for planning and project implementation.	4.62	0.61	Strongly Agree
Constantly optimizes and looks forward to the future plans that are needed for the organization.	4.58	0.64	Strongly Agree
Connects challenges and opportunities with positive outcomes.	4.62	0.63	Strongly Agree
Embraces futures and new possibilities.	4.62	0.63	Strongly Agree
Is willing to adapt to the current trends that can address the needs of the school.	4.61	0.65	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.61 0.60 <i>Very Great Extent</i>		

Table 9 illustrates the level of Management Practices in terms of Strategic Planning.

From the statements above, “*Observes and seeks trends that can be helpful for planning and project implementation, connects challenges and opportunities with positive outcomes and embraces futures and new possibilities*” yielded the highest mean score ($M=4.62, SD=0.61, 0.63$) and was remarked as Strongly Agree.

Strategic Planning attained a weighted mean score of 4.61 and a standard deviation of 0.60 and was Very Great Extent. It is an important contemporary approach which motivates creative and innovative ideas. Strategic planning is a creative activity and an intellectual, holistic, multi-dimensional planning path that investigates the various domains and manifestations of reality, draws future visions, and develops practical programs and plans to achieve the desired future (Al’Attar & Afifi, 2017).

Table 10 Shows the Level of Management Practices in terms of Performance Monitoring.

STATEMENTS	MEAN	SD	REMARKS
Does constant observation with the faculty members and other school staff.	4.55	0.66	Strongly Agree
Reviews work and output in progress on a regular basis.	4.58	0.67	Strongly Agree
Uses positive reinforcement practices.	4.59	0.68	Strongly Agree
Gives compliments and uplifting words to motivate staff.	4.62	0.66	Strongly Agree
Tracks performances and is transparent with communication.	4.58	0.66	Strongly Agree
Weighted Mean	4.58		
SD	0.62		
Verbal Interpretation	<i>Very Great Extent</i>		

Table 10 illustrates the level of Management Practices in terms of Performance Monitoring.

From the statements above, “*Gives compliments and uplifting words to motivate staff*” yielded the highest mean score ($M=4.62, SD=0.66$) and was remarked as Strongly Agree. Performance Monitoring attained a weighted mean score of 4.58 and a standard deviation of 0.62 and was Very Great Extent. The willingness to support educational vision and the involvement in teaching job are directly related to the teaching efficacy, the educational goals can be attained.

Heathfield (2019) proposed that people become bonded to work as a result of obligation, which they called normative commitment.

Table 11 Presents the Level of the Organizational Commitment in terms of Affective Commitment.

STATEMENTS	MEAN	SD	REMARKS
I feel happy to spend the rest of my career in this organization	4.44	0.71	Strongly Agree
I enjoy relationships with other members of the organization.	4.56	0.63	Strongly Agree
I feel comfortable with the management and with the environment.	4.46	0.70	Strongly Agree
I connect my work with self-expression and show commitment to work.	4.57	0.60	Strongly Agree
I am able to feel a strong sense of belonging.	4.53	0.62	Strongly Agree
Weighted Mean	4.51		
SD	0.58		
Verbal Interpretation	<i>Very Great Extent</i>		

Table 11 illustrates the level of the Organizational Commitment in terms of Affective Commitment

From the statements above, “*I connect my work with self-expression and show commitment to work*” yielded the highest mean score ($M=4.57, SD=0.60$) and was remarked as Strongly Agree.

Affective Commitment attained a weighted mean score of 4.51 and a standard deviation of 0.58 and was Very Great Extent. Affective commitment describes how people can show affection and commit

to their organization because they believe it upholds similar values to their own. This positive emotional commitment to one’s company can increase job satisfaction.

Table 12 Reveals the Level of the Organizational Commitment in terms of Continuance Commitment.

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
I am satisfied with the leadership and management practices.	4.50	0.66	Strongly Agree
I desire to continue working as a matter of necessity.	4.50	0.65	Strongly Agree
I see no reason to resign/leave the school.	4.38	0.81	Strongly Agree
I feel positive and safe environment within the school so leaving is not an option.	4.46	0.67	Strongly Agree
I think great benefits are there thus, staying in the organization is a necessity.	4.47	0.69	Strongly Agree
<i>Weighted Mean</i>	4.46		
<i>SD</i>	0.61		
<i>Verbal Interpretation</i>	<i>Very Great Extent</i>		

Table 12 illustrates the level of the Organizational Commitment in terms of Continuance Commitment

From the statements above, “*I am satisfied with the leadership and management practices and I desire to continue working as a matter of necessity*” yielded the highest mean score ($M=4.50, SD=0.66, 0.65$) and was remarked as Strongly Agree. Continuance Commitment attained a weighted mean score of 4.46 and a standard deviation of 0.61 and was Very Great Extent. Continuance commitment levels to the teaching profession and to the school in which they work are higher. As tenure increases, perceptions of investments having been made in schools increase and therefore teachers’ continuance commitment levels to the focus of the school in which they work increase.

Salamat (2013) examined the relationship of perceived transformational leadership behavior and continuance commitment. Findings showed that secondary school teachers in the Klang district have high level of organizational and continuance commitment.

Table 13 illustrates the level of the Organizational Commitment in terms of Normative Commitment.

From the statements above, “*This organization deserves my loyalty*” yielded the highest mean score ($M=4.52, SD=0.65$) and was remarked as Strongly Agree.

Table 13 Shows the Level of the Organizational Commitment in terms of Normative Commitment.

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
I do not feel it would be right to leave.	4.39	0.76	Strongly Agree
I would feel guilty if I leave this organization now.	4.34	0.86	Strongly Agree
This organization deserves my loyalty.	4.52	0.65	Strongly Agree
I would not leave my organization right now because of my sense of obligation to it.	4.51	0.64	Strongly Agree
I owe a great deal to this organization.	4.48	0.66	Strongly Agree
<i>Weighted Mean</i>	4.45		
<i>SD</i>	0.62		
<i>Verbal Interpretation</i>	<i>Very Great Extent</i>		

Normative Commitment attained a weighted mean score of 4.45 and a standard deviation of 0.62 and was Very Great Extent. The results show that teachers’ commitment focuses vary according to their personal characteristics such as gender, marital status and tenure. Although female teachers are more affectively and normatively committed to the teaching profession than their male counterparts, they have

low levels of normative commitment to the work group and low levels of continuance commitment (based on lack of investments) to the school in which they work. Married teachers are less affectively and normatively committed to the teaching profession than unmarried ones.

Karaskus (2017) determined high school teachers' organizational commitment levels, their commitment focuses and variables to which their commitments are related.

Table 14 Presents the Level of Organizational Performance in terms of Task Performance.

STATEMENTS	MEAN	SD	REMARKS
I know how to set right expectations.	4.52	0.59	Agree
I usually do plans, organize and prioritize things.	4.54	0.59	Strongly Agree
I make sure to finish all my tasks on time.	4.53	0.63	Strongly Agree
I limit myself to doing multiple tasks and do things one at a time.	4.39	0.67	Strongly Agree
I continuously improve my productivity in doing any kind of task.	4.58	0.57	Strongly Agree
Weighted Mean	4.51		
SD	0.52		
Verbal Interpretation	Very Great Extent		

Table 14 illustrates the level of organizational performance in terms of Task Performance.

From the statements above, "*I continuously improve my productivity in doing any kind of task*" yielded the highest mean score ($M=4.58$, $SD=0.57$) and was remarked as Strongly Agree. Task Performance attained a weighted mean score of 4.51 and a standard deviation of 0.52 and was Very Great Extent. It was found out that instructional supervision gives teachers opportunities to collaborate, set goals, understand how their students learn and become better teachers through improvement in their task and role performance.

The study of Ampofo (2019) was designed to measure the effect of head teacher's effectiveness score on school's task performance. The findings of the study revealed that head teacher's effectiveness significantly combined to predict school's task performance.

Table 15 illustrates the level of organizational performance in terms of Contextual Performance

From the statements below, "*I am discipline and follow organizational rules*" yielded the highest mean score ($M=4.66$, $SD=0.56$) and was remarked as Strongly Agree. Contextual Performance attained a weighted mean score of 4.60 and a standard deviation of 0.52 and was Very Great Extent. Leaders who display technical and managerial competences motivate employees by means of the positive emotion of admiration they elicit.

Table 15 Shows the Level of Organizational Performance in terms of Contextual Performance.

STATEMENTS	MEAN	SD	REMARKS
I volunteer to do other work and help my co-workers.	4.49	0.66	Strongly Agree
I am discipline and follow organizational rules.	4.66	0.56	Strongly Agree
I try to assist and cooperate with other employees.	4.65	0.55	Strongly Agree
I fully engage myself in doing things that can help the organization.	4.59	0.58	Strongly Agree
I seek help from my co-workers whenever I needed to make my output more efficient.	4.63	0.56	Strongly Agree
Weighted Mean	4.60		
SD	0.52		
Verbal Interpretation	Very Great Extent		

Findley, H. (2016), considered the potential effects of social and interpersonal processes in performance appraisal on contextual performance. They found that appraisal process facets explained

variance in contextual performance and perceived accuracy beyond that accounted for by the system facets.

Table 16 Presents the Level of Organizational Performance in terms of Adaptive Performance.

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
I am capable of dealing with uncertain work situations.	4.43	0.61	Strongly Agree
I am always willing to learn and do new tasks.	4.60	0.55	Strongly Agree
I am able to demonstrate interpersonal adaptability.	4.47	0.58	Strongly Agree
I am capable of handling work stress and crises.	4.40	0.61	Strongly Agree
I am flexible and able to adapt with the demand of the organization.	4.49	0.58	Strongly Agree
<i>Weighted Mean</i>	4.48		
<i>SD</i>	0.51		
<i>Verbal Interpretation</i>	Very Great Extent		

Table 16 illustrates the level of organizational performance in terms of Adaptive Performance.

From the statements above, “*I am always willing to learn and do new tasks*” yielded the highest mean score ($M=4.60, SD=0.55$) and was remarked as Strongly Agree. Adaptive Performance attained a weighted mean score of 4.48 and a standard deviation of 0.51 and was Very Great Extent. Flexible and adaptive leadership involves changing behavior in appropriate ways as the situation changes. There is considerable ambiguity in the management and leadership literature about the nature of flexible leadership and how to assess it.

Flexible and adaptive leadership is becoming more important for most managers and administrators as the pace of change affecting organizations increases (Dess & Picken, 2017).

Table 17 presents the significant relationship between school heads leadership and management practices on organizational commitment. The *Strategic Thinking, Planning and Delivery, Communication Skills, Persuasion and Influence, Empathy, Flexibility, People Management, Innovation, and Strategic planning* of the leadership and management practices was not observed to have any significant relationship to Organizational Commitment except for the *Performance Monitoring* of management practices. This is based on the computed t values obtained from the tests which were less than the critical t value. Furthermore, majority of the p-values obtained were greater than the significance alpha 0.05, hence there is absence of a significance.

From the findings below, we can infer that at 0.05 level of significance, the null hypothesis “*There is no significant relationship between school heads leadership and management practices and instructional leaders’ organizational commitment*” is accepted.

Table 17 Shows the Significant Relationship between School Heads Leadership and Management Practices and Organizational Commitment.

<i>School Heads Leadership and management Practices</i>	<i>Instructional Leaders’ Organizational Commitment</i>	<i>Beta coefficient</i>	<i>t-value</i>	<i>p-value</i>	<i>Analysis</i>
Strategic Thinking	Affective Commitment	.055	.502	.616	Not Significant
	Continuance Commitment	.078	.717	.474	Not Significant
	Normative Commitment	.189	1.681	.094	Not Significant
Planning and Delivery	Affective Commitment	.143	1.204	.229	Not Significant
	Continuance Commitment	.159	1.350	.178	Not Significant
	Normative Commitment	-.025	-.206	.837	Not Significant
Communication Skills	Affective Commitment	.079	.684	.495	Not Significant
	Continuance Commitment	-.079	-.695	.487	Not Significant
	Normative Commitment	.035	.295	.768	Not Significant

Persuasion and Influence	Affective Commitment	.081	-.595	.552	<i>Not Significant</i>
	Continuance Commitment	-.120	-.889	.374	<i>Not Significant</i>
	Normative Commitment	-.139	-.996	.320	<i>Not Significant</i>
Empathy	Affective Commitment	.129	1.061	.290	<i>Not Significant</i>
	Continuance Commitment	.183	1.521	.129	<i>Not Significant</i>
	Normative Commitment	.106	.848	.397	<i>Not Significant</i>
Flexibility	Affective Commitment	-.110	-.870	.385	<i>Not Significant</i>
	Continuance Commitment	.004	.029	.977	<i>Not Significant</i>
	Normative Commitment	-.042	-.327	.744	<i>Not Significant</i>
People Management	Affective Commitment	.100	.747	.455	<i>Not Significant</i>
	Continuance Commitment	.139	1.051	.294	<i>Not Significant</i>
	Normative Commitment	.200	1.462	.145	<i>Not Significant</i>
Innovation	Affective Commitment	-.103	-.689	.491	<i>Not Significant</i>
	Continuance Commitment	-.096	-.648	.517	<i>Not Significant</i>
	Normative Commitment	-.038	-.250	.803	<i>Not Significant</i>
Strategic planning	Affective Commitment	.103	.699	.485	<i>Not Significant</i>
	Continuance Commitment	.078	.531	.596	<i>Not Significant</i>
	Normative Commitment	-.003	-.023	.982	<i>Not Significant</i>
Performance Monitoring	Affective Commitment	.412	3.214	.001	Significant
	Continuance Commitment	.388	3.056	.002	Significant
	Normative Commitment	.421	3.199	.002	Significant

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Systems thinking refers to ‘a leader’s ability to see systems holistically by understanding the properties, forces, patterns and interrelationships, thereby providing options for action’; reflection is ‘the ability to weave logical and rational thinking through the use of perceptions, experience and information, to make judgements on what has happened, and to create intuitive principles that will guide future actions’; and reframing refers to ‘a leader’s ability to switch their attention across multiple perspectives, frames, mental models, and paradigms to generate new insights and options for action.

Table 18 Shows the Significant Relationship between School Heads Leadership and Management Practices and Organizational Performance.

<i>School Heads Leadership and management Practices</i>	<i>Instructional Leaders’ Organizational Performance</i>	<i>Beta coefficient</i>	<i>t-value</i>	<i>p-value</i>	<i>Analysis</i>
Strategic Thinking	Task Performance	.215	1.876	.061	Not Significant
	Contextual Performance	.187	1.481	.139	<i>Not Significant</i>
	Adaptive Performance	.265	2.019	.044	<i>Significant</i>
Planning and Delivery	Task Performance	.065	.524	.601	<i>Not Significant</i>
	Contextual Performance	.149	1.083	.279	<i>Not Significant</i>
	Adaptive Performance	.139	.977	.329	<i>Not Significant</i>
Communication Skills	Task Performance	-.179	-1.489	.137	<i>Not Significant</i>
	Contextual Performance	-.074	-.559	.577	<i>Not Significant</i>
	Adaptive Performance	-.175	-1.269	.205	<i>Not Significant</i>

Persuasion and Influence	Task Performance	-.228	-1.601	.110	<i>Not Significant</i>
	Contextual Performance	-.181	-1.155	.249	<i>Not Significant</i>
	Adaptive Performance	-.061	-.373	.709	<i>Not Significant</i>
Empathy	Task Performance	.079	.619	.536	<i>Not Significant</i>
	Contextual Performance	.016	.111	.911	<i>Not Significant</i>
	Adaptive Performance	.094	.644	.520	<i>Not Significant</i>
Flexibility	Task Performance	-.032	-.243	.808	<i>Not Significant</i>
	Contextual Performance	-.064	-.439	.661	<i>Not Significant</i>
	Adaptive Performance	-.023	-.150	.881	<i>Not Significant</i>
People Management	Task Performance	.286	2.050	.041	<i>Significant</i>
	Contextual Performance	.191	1.242	.215	<i>Not Significant</i>
	Adaptive Performance	.183	1.145	.253	<i>Not Significant</i>
Innovation	Task Performance	.283	1.811	.071	<i>Not Significant</i>
	Contextual Performance	.116	.673	.501	<i>Not Significant</i>
	Adaptive Performance	.004	.022	.982	<i>Not Significant</i>
Strategic planning	Task Performance	-.165	-1.064	.288	<i>Not Significant</i>
	Contextual Performance	.145	.851	.395	<i>Not Significant</i>
	Adaptive Performance	.017	.094	.926	<i>Not Significant</i>
Performance Monitoring	Task Performance	.346	2.577	.010	<i>Significant</i>
	Contextual Performance	.097	.654	.513	<i>Not Significant</i>
	Adaptive Performance	.088	.570	.569	<i>Not Significant</i>

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 18 presents the significant relationship between school heads leadership and management practices and organizational performance.

The *Strategic Thinking, Planning and Delivery, Communication Skills, Persuasion and Influence, Empathy, Flexibility, People Management, Innovation, and Strategic planning* of the leadership and management practices was not observed to have any significant relationship to the Organizational Performance.

This is based on the computed t values obtained from the tests which were less than the critical t value. Furthermore, majority of the p-values obtained were greater than the significance alpha 0.05, hence there is absence of a significance. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between school heads leadership and management practices and organizational performance” is accepted.

Along the same line, they proposed that higher quality exchanges between supervisor and their subordinates result in less turnover, more positive performance evaluations, higher frequency of promotions, greater organizational commitment, more desirable work assignments, better job attitudes, more attention and support from the leader, greater participation, and faster career progress.

RECOMMENDATIONS

1. It suggests to have a continuous process of effective people management that will help to enhance leadership and management practices and learn various strategies for further development with regard to school improvement and teacher performance.
2. Teachers and school head may give emphasis on organizational commitment and performance by setting common goal, that deeply contributes to the future of students and schools
3. Future researchers may change the variables and expand the scope and limitations of the study for the improvement of the study.

ACKNOWLEDGEMENTS

The researcher wishes to extend her sincerest gratitude and appreciation to the following persons for the valuable assistance and encouragement in the course of completion of this thesis. She has greatly profited from their comments, suggestions and pieces of advice that she was able to go through all the difficulties until this was finally finished.

HONORABLE PRESIDENT MARIO R. BRIONES Ed.D., President of Laguna State Polytechnic University, for his good management which made this university globally competitive;

JULIE ROSE P. MENDOZA, Ed.D., her dissertation adviser, for being considerate, support and assistance given;

The defense panel members PROF. ROSARIO CATAPANG, Ph.D., PROF. MARIO PASION, Ed.D., BENJAMIN ARJONA Ed.D., and NIMFA G. DIMACULANGAN Ph.D. for their expertise shared and notable suggestions for the improvement of this study.

MR. RAYMUNDO CANTONJOS, SDO Assistant Schools Division Superintendent, Public Secondary School Principals and Head Teachers of Dasmariñas East Integrated, Dasmariñas West, Pag-asa, Edilberto Integrated, Paliparan and New Era, for allowing her to conduct the study in their school; to the Master Teachers and Head Teacher, MRS. MA. CRISTINA P. ALCARAZ for their assistance and validation of the instruments;

The researcher's family, RENE, JED IRENE and RENZ, friends and mentors namely DR. BENNY B. JUACALLA, DR. ERA LIMONGCO, MR. JONATHAN CORNILLEZ, MR. GLENN D. NONGGOD, Filipino teachers of Pag-asa and MISS RICHIE S. VERGARA for their assistance and support in finishing this research;

Above all, with humility, to Almighty God who is the giver of life and wisdom for all His wonderful blessings that led to the motivation on the part of the researcher to pursue this kind of endeavor.

REFERENCES

- Al'Attar, S., & Afifi, S. (2017). Skills of strategic thinking, decision making, and professional counseling to confront unemployment. Paper presented at the 11th Arab Scientific Conference (8th International) Education and Self-Employment Culture, from Laxity to Brotherhood, Culture Association for Development, Sohag University, and Academy of Scientific Research, Egypt.
- Al-Hamdani, S., & Al-Khulani, M. (2018). The effect of strategic thinking in improving the quality of professional life. *Arab Journal of Administration*, 38(2), 211-229.

- Ampofo, S. (2019), Influence of School Heads' Direct Supervision on Teacher Role Performance in Public Senior High Schools, Central Region, Ghana.
- Denning, A. D. (2018), The Role of Leadership in School Innovation: A Case Study.
- Dess, G. G., & Picken, J. C. (2017). Changing roles: Leadership in the 21st century. *Organizational Dynamics*, 28, 18–33
- Findley, H. (2016), Performance appraisal process and system facets: Relationships with contextual performance.
- Heathfield, S. M. (2019). Inspirational Quotations About Commitment for the Workplace. *The Balance Careers*.
- Hife, L., & Mendoza, J. (2020). Educational Leaders Practices and School Culture in CALABARZON State Universities and Colleges. *International Journal of Scientific & Engineering Research*, 11(12), 603
- Karaskus, M. (2017), Teachers' commitment focuses: a three-dimensioned view.
- Paragsa, J. M., 2014. School Principals' Transformational Leadership Behaviors and their relationship to Master Teachers' Teaching Efficacy, Job Satisfaction and Organizational Commitment. Master's Thesis. Philippine Christian University
- Reiter-Palmon, R. (2013), Predicting Leadership Activities: The Role of Flexibility.
- Robbins, S. P., (2013). *Organizational Behavior: Concepts, Controversies, and Applications*, 9th edn, Englewood Cliffs, NJ: Prentice-Hall.
- Selamat, N. (2013), Rekindle Teacher's Organizational Commitment: The Effect of Transformational Leadership Behavior.
- Somers, M. & Birnbaum, D., (2014). Exploring the Relationship between Commitment Profiles and Work Attitudes, Employee Withdrawal, and Job Performance.
- Tomlinson, C. A., & Murphy, M. (2018). The Empathetic School. *Educational Leadership*, 75(6), 20-27.
- Wolff, S. B., Pescosolido, A. T., & Druskat, V. U. (2013). Emotional intelligence as the basis of leadership emergence in self-managing teams. *The Leadership Quarterly*, 13, 505–522.