



## **Authentic Leadership of School Heads and Service Commitment of Public Secondary Teachers in Tagum City Division**

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### **ABSTRACT**

The study explored the relationship of authentic leadership and service commitment of teachers specifically in the local setting. Also, the study determined the extent of authentic leadership of school heads and the service commitment of public secondary teachers in Tagum City Division. With the use of probability sampling, 200 secondary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean and Product-Moment correlation. Results revealed that there was an extensive authentic leadership of school heads and an extensive service commitment. Furthermore, there was a significant relationship between the two variables. Based on the findings, it was further suggested that higher officials in the Department of Education and school heads may identify means, concrete interventions and initiatives on how to help teachers to be committed in giving excellent services. More so, future researchers may further explore the involved variables considering other factors and research methods.

**Keywords:** Authentic leadership of school heads, service commitment, descriptive correlation, Tagum City Division, Philippines

### **Introduction**

Teacher commitment to learners embraces educators' inclination to assist learners and take accountability for their education. Commitment to instruction offers educators the obligation to examine novel methods of instruction to build learners' educational encounters. Committed educators are competent to offer learners new teaching techniques that result in greater success (Altun, 2017). Specifically, educator commitment mirrors educators' feeling of loyalty and attachment to the organization they work at and has been proven to be a significant indicator for various learning and mental results (Shu, 2022). However, due to stressful profession, teachers tend to have poor service commitment. It was reported that not only overwork has reduced teachers' service commitment but also teacher's poor relationship with the principal (Selamat et al., 2013).

Government schools in different countries face the challenge in retaining committed teachers. In the USA, for instance, at least 7% of teachers with less than 3 years of working experience leave the teaching profession (Hanushek, 2007). Moreover 16% of teachers in public schools quit teaching every year (Goldring et al., 2014). This problem largely occurs among schools with shortage of teaching and learning resources (Redding, 2018). Canada also experiences turnover rate among new teachers by 30% and the problem is attributed to stress resulting from lack of work-life balance and motivation from school leadership (Kutsyuruba et al., 2013).

In the Philippines, the problem is the quality and efficiency of the teachers, their commitment in performance-based result assessment is questioned over time and their efficacy as facilitator of learning is a problem that the Department of Education continuously seek for effective solution. Teachers are experts in their fields of teaching but what is a cause for concern is the efficiency and commitment of teachers in instructions such as using the resources in transferring knowledge to the learners and the ability of the teachers to assess progress, evaluate and adjust the learning system (NEAP, 2011).

In Tagum City Division, the researcher observed that teachers have been into so many challenges due to the overwhelming responsibilities as demanded by the unprecedented situation. Poor service commitment has been identified due to teachers' negative experiences in the school setting such as poor relationship with their co-teachers and school heads, limited opportunities for promotion, and few opportunities for career advancement. This somehow motivated the researcher to explore the service commitment of teachers. Challenges in the teaching profession that affect teachers' service commitment were evident in the study conducted by Aragasi and Pangandaman (2021).

Several studies had been explored regarding teachers' service commitment such as those of Aragasi and Pangandaman (2021) and Baloran and Hernan (2020). However, this variable had never been explored yet in Tagum City Division. The lack of attention to the aforementioned research gap and the dearth of investigations with regard to service commitment of teachers sparked the interest of the researcher to conduct a study on investigating the influence of authentic leadership on the service commitment of public secondary teachers.

The researcher evaluated authentic leadership and service commitment of public secondary teachers since this may give further understandings to the educational policy makers and school principals to create undertakings relevant for the improvement of service commitment of teachers. This may also help teachers to discover ways of improving service commitment most especially in unprecedented situations.

This study regarding authentic leadership and service commitment was mainly anchored on the prominent theory of Bandura's Social Cognitive Theory (Bandura, 1977) also supported the direction of this study. The theory highlighted that learning takes place within an environment where observations can be made through social resources. People learn by watching and then choose to imitate, mutate, or disregard the observed action. This implicitly applies to learning since the triadic relationship between environmental factors, behavior, and personal factors, such as cognitive, affective, and biological events, influences perceptions and actions. This relationship, called reciprocal determinism, utilizes observations as the focal strength that supports the theory.

In this study, teachers who serve as followers to their authentic leaders may become more inspired to showcase their best and be committed to their teaching profession. School principals serve as social resource of the teachers. Apparently, school principals take the lead in exemplifying good values and one of which is encouraging teachers to be committed in providing excellent services which is relevant in their teaching profession.

Another theory that supported this study is the Authentic Leadership Theory by George (2003). This theory refers to leaders' behaviors that act in accordance with their beliefs, strengths, and values, and motivate others to do the same, which yielded employees who attained higher levels of well-being. The theory signifies that authentic leadership can hone different work-related behaviors and attitudes of followers (Hsiung, 2012). The central tenet of authentic leadership, 'to thine own self be true,' (Clapp-Smith et al., 2009:228) suggests that leaders who exhibit authenticity encourage followers also to become authentic (Cavazotte, Duarte, & Gobbo, 2013) and work for a common purpose (Clapp-Smith et al., 2009; Jensen & Luthans, 2006).

In the context of this study, with the authenticity of the school principals' leadership, teachers have become committed to provide excellent services.

This study is also guided by the 3-component model of Allen and Meyer (1991). This model argues that service or organizational commitment has three distinctive components, namely affective commitment, continuance commitment, and normative commitment. Affective commitment is the emotional attachment to an organization. Continuance commitment is the degree believing that leaving the organization would be costly. Normative commitment is the degree of feeling obligated to the organization or believing that staying is the right thing to do.

In the three components forming part of Meyer and Allen's (1991) model, organizational commitment, is predictive of the behavior of workers in the organization to which they belong, indicating how they position themselves and are connected to it. This has an influence on performance and absenteeism (Meyer, Standley, Herscovitch & Topolnytsky, 2002; Ng & Feldman, 2008; Mathieu & Zajac, 1990). Meyer et al. (2002), report that each dimension of the Meyer and Allen organizational commitment model (Meyer & Allen, 1991) has a history that explains individuals' connection to the organization.

Considering the study of Harter et al. (2002), Walumbwa et al. (2008), it stated that authentic leadership is directly related to increased organizational commitment (in particular the affective dimension) due to the behavioral pattern of the authentic leader, because it can positively affect the behaviors and attitudes of employees, developing commitment, organizational citizenship behaviors and performance (Ilies et al., 2005; Rego et al., 2012). This causes followers to feel more committed to achieving the goals and objectives that have been set, given their degree of perceived authenticity (Kernis, 2003; Kernis & Goldman, 2005).

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## Methodology

### *Research Design*

This study was a quantitative research employing descriptive-correlational research design. Quantitative research, in contrast to qualitative research, deals with data that are numerical or that can be converted into numbers. The basic methods used to investigate numerical data are called 'statistics'. Statistical techniques are concerned with the organization, analysis, interpretation and presentation of numerical data (Sheard, 2018). Meanwhile, descriptive correlational is a study in which the researcher is primarily interested in describing relationships among variables (Quaranta, 2017). It focuses on the relationship without attempting to establish a causal relationship (Noah, 2021).

This study was considered as quantitative research method since it utilized statistical tools in analyzing and interpreting data. Furthermore, it was descriptive since it investigated the extent of authentic leadership of school heads and service commitment of teachers. It was also correlation in nature since explored the relationship between authentic leadership of school heads and service commitment of teachers.

The respondents of the study were the 200 public secondary teachers in the selected schools of Tagum City Division. The decision of having 200 sample sizes was aligned to the assertion of Memon et al. (2020) claiming that a minimum of 200 samples were required for Pearson Correlation analysis. Hence, the number of respondents counted in this study was enough for the intent of this study.

Since it catered only 200 public secondary teachers the selected schools of Tagum City Division, stratified sampling was used. In this sampling, the population is partitioned into regions or strata, and a sample is selected by some design within each stratum. The design is called stratified random sampling if the design within each stratum is simple random sampling.

In the inclusion and exclusion criteria, all public secondary teachers in the selected schools of Tagum City Division were given a fair opportunity to be part of the study. Apparently, those high school teachers in the private schools were not considered. Respondents were given utmost respect. They were not forced to answer the survey questionnaire when they felt awkward and uncomfortable. Their decision to withdraw was respected. Apparently, the respondents' welfare was given utmost importance in the conduct of the study.

#### Research Instruments

For the completion and realization of this research academic journey, this made use of a survey questionnaire which was divided into two sections. The first set was focusing about authentic leadership. The second set was about service commitment.

The authentic leadership questionnaire was adapted from Northouse (2010). The instrument consists of 16 items. It has the following indicators, namely: self-awareness (1-4), internalized moral perspective (1-4), balanced processing (1-4), and relational transparency (1-4). The questionnaire was subjected to a pilot testing having a result of .77 suggesting that the items have relatively *high* internal consistency.

The service commitment questionnaire was adapted from the study of Meyer and Allen (1997). It has a total of 24 items. It comprises the following indicators: affective commitment (8 items), continuance commitment (8 items), and normative commitment (8 items). The alpha coefficient for the 24 items is .77 suggesting that the items have relatively *high* internal consistency.

#### Table

**Table 1**

##### Summary on the Extent of Authentic Leadership of School Heads

No	Indicators	Mean	Descriptive Equivalent
1	Self-Awareness	3.47	Extensive
2	Internalized Moral Perspective	3.48	Extensive
3	Balance Processing	3.47	Extensive
4	Relational Transparency	3.43	Extensive
<b>Overall</b>		<b>3.46</b>	<b>Extensive</b>

Table 1 provides the summary on the extent of authentic leadership of school heads. It is exhibited that the overall mean of authentic leadership of school heads is 3.46, which is in an extensive level. This means that authentic leadership of school heads is oftentimes evident.

Data show that all four (4) indicators are in an extensive level. As arranged chronologically, internalized moral perspective has the highest mean score (3.48). This is followed by self-awareness (3.47), balance processing (3.47), and relational transparency (3.43).

With the extensive authentic leadership of school heads, this reaffirmed the widely held belief of Abraham and Duraisamy (2015) believing that leaders of today are expected to value the human resources of their organizations and provide an environment that promotes individual contributions to the organization's work. People yearn for personalized leadership that speaks to their hearts and inspires them to do things they did not know they were capable of accomplishing. It is always been a nightmare to work in an atmosphere wherein there is no sense of synergy with the leader. Authentic leaders exhibit integrity, sustained performance, construct trust and sincerity, and help followers recognize their real potentials.

Similarly, Önday (2016) highlighted that authentic leadership focuses on leader development. Authentic leader leads by values and purpose rather than being derived by spiritual beliefs as in spiritual leadership and that an authentic leader strives to be real, which differs from the charismatic leader who may appear as very theatrical. Authentic leadership has been likened to a concept that provides hope into often exposed organizations by promoting humanistic values and optimism.

In addition, Wang and Hsieh (2013) claimed that authentic leadership style leaves a positive effect on attitude of team members, outcome of their work, staff behaviors, creativity, organizational citizenship behavior and staff engagement. It can be inferred that the involvement of employees only increase when they are treated sincerely, fairly, and properly supported. Furthermore, Ibrahim and Al-Taneiji (2013) asserted that the leadership styles in the principals of schools influence the teachers to adopt effective leadership.

#### Table 2

##### Summary on the Extent of Service Commitment

No	Indicators	Mean	Descriptive Equivalent
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1	Affective Commitment	3.54	Extensive
2	Continuance Commitment	3.48	Extensive
3	Normative Commitment	3.51	Extensive
<b>Overall</b>		<b>3.51</b>	<b>Extensive</b>

Table 2 provides the summary on the extent of service commitment. It is exhibited that the overall mean of service commitment is 3.51, which is in an extensive level. This means that the service commitment is oftentimes evident. Data show that all three (3) indicators are in an extensive level. As arranged chronologically, affective commitment the highest mean score (3.54). This is followed by normative commitment (3.51), and continuance commitment (3.48).

The favorable findings of this study supported the findings of Berberoglu and Secim (2015) claiming that service commitment to the company is unquestionably one of the attitudes that may lead to outstanding results. Employees who are dedicated to their organization are more likely to be better performers than those who are not, since they put in more effort on the firm's behalf to guarantee its success and attempt to fulfill its goals and objectives. Employees with higher commitment ratings are thought to be more motivated and achieve higher levels of success.

Furthermore, Scales (2018) underscored that service commitment is described as a positive assessment of an organization's aims and structure. He referred to the commitment as a "bonding" between the employee and the employer. The higher the amount of commitment, the longer the employee stays with the company, and this effect is also measured by commitment. Employees who are dedicated to their company constantly want to see it succeed (Kumar et al., 2016).

**Table 3**

**Significance of the Relationship Between the Extent of Authentic Leadership of School Heads and Service Commitment**

Authentic Leadership of School Heads Indicators		Dependent Variable	r-value	p-value	Decision on Ho
Self-Awareness			0.616	0.000	Rejected
Internalized Moral Perspective			0.625	0.000	Rejected
Balance Processing		<b>Service Commitment</b>	0.618	0.000	Rejected
Relational Transparency			0.589	0.000	Rejected
<b>Overall</b>			<b>0.612*</b>	<b>0.000</b>	<b>Rejected</b>

\*Significant at 0.05 significance level.

Presented in Table 3 are the data on the significance of the relationship between authentic leadership of school heads and service commitment. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .612 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between authentic leadership of school heads and service commitment of teachers. This shows that authentic leadership of school heads is correlated with the service commitment of teachers.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that self-awareness, internalized moral perspective, balance processing, relational transparency revealed computed r-values of 0.616, 0.625, 0.618, and 0.589 respectively with p-values which are less than 0.05 in the level of significance. This implies that as self-awareness, internalized moral perspective, balance processing, and relational transparency increases, the service commitment increases.

The result is in consonance to the study conducted by Shie and Chang (2021) revealing that authentic leadership has a positive impact on organizational commitment and organizational identification. It was believed that through leadership by example and leadership behaviors that represent organizational values, authentic leaders are more likely to build strong service commitment. This implies that the authentic leadership of the school principals has a positive impact on teachers' service commitment.

Similarly, Rukh et al. (2018) pointed out that leaders with authentic leadership helps employees to achieve their goals and being committed with their organization. There is direct effect of the authentic leadership on employee's organizational commitment. Authentic leaders are transparent in showing their feelings and emotions toward employees, on the other hand they try to control all emotions to decrease unsuitable and devastating behavior that represent negative behavior on the organization.

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## Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of authentic leadership of school heads of the public secondary teachers implies that it is oftentimes evident in the school. In fact, all dimensions are oftentimes evident from the school heads, namely, self-awareness, internalized moral perspective, balance processing, and relational transparency.

Meanwhile, the extent of service commitment of teacher is high. Apparently, all indicators are found to be high specifically on affective commitment, continuance commitment, and normative commitment.

Based on the findings, authentic leadership of school heads and service commitment are related. All domains of authentic leadership are linked to the service commitment of teachers.

Also, authentic leadership of school heads significantly influences service commitment. In fact, all domains of authentic leadership of school heads, namely, self-awareness, internalized moral perspective, balance processing, and relational transparency significantly influence service commitment by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the four domains of authentic leadership of school heads, the service commitment will increase.

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## Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may craft effective policies, programs, projects, interventions and activities which may intensify the authentic leadership of school heads and the service commitment of teachers. They may create more trainings about authentic leadership and service commitment which would be both beneficial to school heads and teachers.

Moreover, school principals may find means in enhancing their authentic leadership. They may keep on monitoring the status of their authentic leadership and how does it help in increasing the service commitment of the teachers. Moreover, they may help themselves to be exposed to various trainings that would heighten their authentic leadership. They may also encourage their teachers to be fully committed in delivering services by exemplifying their authentic leadership.

Furthermore, teachers may take an effort keep on upgrading themselves. They may attend various seminars, webinars, or any undertaking that would help them reinforce their service commitment.

Lastly, future researchers may explore relevant information about authentic leadership of school heads and service commitment of teachers. Also, other means of research approach may be utilized to further explore the involved variables in this study.

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