

Transformational Leadership Of School Heads, Teamwork Skills, And Teacher Empowerment: A Path Model On Organizational Commitment Among Public School Teachers

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ABSTRACT: The study attempted to find the best fit path model for organizational commitment as influenced by transformational leadership of school heads, teamwork skills, and teacher empowerment in public schools. The study utilized a descriptive-correlational technique using Path Model Analysis with 402 teachers in Davao Region, Philippines. Findings revealed very high levels of transformational leadership of school heads, teamwork skills, teacher empowerment, and organizational commitment among public-school teachers. There were significant correlations between the transformational leadership of school heads and organizational commitment. Manifested also is the relationship between the levels of teamwork skills and organizational commitment. Moreover, the association between levels of teacher empowerment and organizational commitment has been demonstrated. Further, results showed that the generated Model 3, the best fit path model, exhibited the relationship between transformational leadership and teacher empowerment as they both influencing the levels of teamwork skills. It also showed that transformational leadership and teacher empowerment predicted the level of organizational commitment among public school teachers. The results recommended that the Department of Education consider the results of this study. Hence, to sustain very high levels of organizational commitment among teachers in public schools, it could be done through sustaining high levels of the transformational leadership of school heads and teacher empowerment. The findings of the study could be a significant baseline for school heads and faculty development programs, policies, and initiatives in educational institutions.

KEYWORDS: education, transformational leadership of school heads, teamwork skills, teacher empowerment, organizational commitment, public school teachers, Path Model Analysis, Philippines.

SGD INDICATOR: #4 (Quality Education)

I. INTRODUCTION

One unavoidable reality is that recruiting skilled and committed teachers has become difficult in the modern era. They seek better income, benefits, and packages in business and industry, and as replacement and training costs continue to rise, the need to retain highly competent faculty and keep them committed to the organization has become a significant challenge for educational institutions (Bashir & Gani, 2020). Study found that there is a significant difference in teacher organizational commitment between outstanding and low-achieving schools in urban and suburban areas. Thus, schoolteachers with low organizational commitment performed less and failed to meet the goals (Sokal, Trudel & Babb, 2021). Poor organizational commitment was result from both internal and external organizational causes (Caballero & Guhao Jr, 2020). While research on organizational commitment has identified several correlates and potentials, additional research may resolve the concerns.

Organizational commitment has a positive and significant impact on employee performance. This suggests that the more committed employees are to the organization, the higher their performance (Đorđević, Ivanović-Đukić, Lepojević & Milanović, 2020; Kawiana, Dewi, Martin & Suardana, 2018). Employees and the organization benefit from organizational commitment because it leads to positive attitudes and behaviors. In order to achieve objectives, consistency, and creativity in institutions, organizational commitment is essential (Sarhan, Harb, Shrafat & Alhusban, 2020). In the school context, the teacher is the most significant component of the educational system, as he or she is responsible for a variety of important tasks. The quality of a school's overall performance is determined by its teachers and, ultimately, their level of commitment (Tadesse, 2019). Thus, commitment of teachers is critical to accomplishing high-quality educational goals and mainly a factor that contributes to students' academic success (Asiyah, Wiyono, Hidayah & Supriyanto, 2021). The connection of exogenous and endogenous variables was strengthened by the following.

First, Aydin, Sarier and Uysal (2013) stating that twelve research findings made in Turkey were analyzed using the method of meta-analysis. The research results showed that particularly, transformational leadership style affected organizational commitment of teachers in a positive way. It was concluded that administrators' transformational leadership associated to organizational commitment of teachers. Another, study results of Keskes, Sallan, Simo and Fernandez (2018) indicating the dimensions of LMX mediated the relationships between the dimensions of transformational leadership and organizational commitment dimensions. Similarly, transformational leadership is favorably associated to organizational commitment in Korean police organizations, according to the findings (Baek, Byers & Vito, 2018).

Additionally, a direct path of teamwork skill to organizational commitment is shown to be statistically significant, according to Ghorbanhosseini (2013). This effect of teamwork on organizational commitment that was found to be positive and statistically significant was also confirmed by Hanaysha, (2016). Moreover, teamwork and organizational commitment have a positive and statistically significant relationship (Hayat, Azeem, Nawaz, Humayon & Ahmed, 2019). On the other hand, study findings indicated that employee empowerment has a significant positive effect on organizational commitment (Hanaysha, 2016). According to Bogle and Somech (2004) that among the six subscales of empowerment, professional growth, status and self-efficacy were significant predictors of organizational commitment. While Ahmad, Malik, Sajjad, Hyder, Hussain and Ahmed (2014) found the same result. Similarly, Smith and Johnson (2023) found that teacher empowerment significantly correlated with organizational commitment among secondary school teachers.

This study is anchored on Social Exchange Theory popularized by Homans (1958). This theory posited that the organization is a product of interactions of people within where mutual respect is manifested to play vital role. When school principals display transformational leadership, empower teachers and foster collaboration among them, the teachers will develop high sense of value and organizational commitment. This is the most common tendency as they feel supported and acknowledged. Further, it is also supported by Transformational Leadership Theory (Bass, 1999). This theory posits that a leader should work with teams or followers outside of their immediate self-interests to identify needed change, create a vision to guide the change, and inspire followers to perform beyond their perceived capabilities, thereby increasing their sense of commitment. School administrators' leadership style may play bigger role in forming organizational commitment among teachers and influenced awareness of the task at hand. Thus., better performance and outcomes are achieved by a focused team working toward a common organizational goal.

Moreover, it is also anchored with the GRPI Model of Team Effectiveness of Rubin, Plovnick and Fry (1977). This model believes that in order the organization to be effective, they shall have the following: First, Goals: well-defined objectives and desired results, plus clearly communicated priorities and expectations. Second, Roles: well-defined responsibilities and acceptance of a leader. Third, Processes: clear decision-making processes as well as work procedures. Lastly, Interpersonal relationships: good communication, trust, and flexibility. These mentioned criteria promote sense of connection between employees; thus, they minimize work related stress, disagreement and turnover. All this would lead greater tendency of affection to the organization.

Another, Kanter's Theory of Structural Empowerment (Kanter, 1993). Empowerment is encouraged in work environments that give employees with access to knowledge, tools, support, and opportunities to learn and develop, according to this theory. Empowerment, accordingly, encompasses perceptions of competence, autonomy, job meaning, and the potential to influence the organization. Employees that are empowered are more devoted to the company, more committed to the organization, and better equipped to meet job expectations efficiently. The conceptual framework or the hypothesized models were treated for best fit in this study that may contribute to the organizational commitment among public school teachers in Region XI. The first conceptual paradigm demonstrates the exogenous variables' direct influence: transformational leadership of school heads, teamwork skill, and teacher empowerment towards the endogenous variable, organizational commitment, as supported by theories and studies. Because latent variables cannot be seen immediately, they cannot be measured directly either. Each latent construct is linked to numerous measures or observed variables in this way. As a result, one of the study's main concerns is the size of the regression paths between the unobserved and observed variables.

The first exogenous variable is the transformational leadership of school heads which measured by *vision building, Innovative climate, intellectual stimulation, and individualized consideration* (Moolenaar, Daly & Slegers, 2010). Leadership exhibits how confident the school heads are in encouraging their teachers to become good team players and manifest clear understanding in future plans. They provide an explanation of the

connection between the college's vision and initiatives, collaborative projects, or efforts made by the government (Kwan, 2020). Also, discuss the influence that the school's vision has on the day-to-day operations of the institution (Sudibjo & Prameswari, 2021). A school heads' belief and values in willingness to accept new idea were indications of real leaders. They are willing to experiment with new possibilities (Tan, Van Dun, & Wilderom, 2021).

Further, intellectual stimulation, which manifests as school heads stimulate teachers to look things in a new way. According to Lasrado and Kassem (2021), they are engaged in an ongoing conversation over their own career and personal goals. Finally, school heads' individualized consideration is demonstrated by their ability to communicate freely and pay attention to the needs of teachers. They are always gaining new knowledge and coming up with innovative concepts (Asbari, 2020). Moreover, the transformational leadership style should be universally used in to increase organizational commitment, which may lead to increased productivity (Hussain & Khayat, 2021). Espita and Guhao Jr (2022) stressed that effectively involving their staff in the implementation of knowledge management systems and motivating them to improve communication between one another. It is found out that the transformational leadership could also influence teamwork skills (Ali, Chuanmin, Ahmed, Mahmood, Khayyam & Tikhomirova, 2021; Alegbeleye & Kaufman, 2022; Rojas & Guhao, Jr, 2022).

According to Özaralli's (2003) study, team performance and empowerment are positively correlated with a superior's transformational leadership style. Additionally, the foundation of employee empowerment is the transformative leadership qualities of personalized attention and intellectual stimulation (Magasi, 2021). Additionally, teamwork was impacted by transformative leadership (Ali, Chuanmin, Ahmed, Mahmood, Khayyam, & Tikhomirova, 2021). Moreover, it supported the claim made by Basyir, Madhakomala, and Handaru (2020) that transformational leadership has a favorable impact on organizational commitment. Nevertheless, rejected the finding of Rashid & Halim (2014), which showed that individual attention and charisma, two characteristics of transformational leadership, do not appear to have a major impact on collaboration.

The second latent variable, teamwork skills, has ten observed domains: *focus on goals, leadership & ownership, tasks delegation, time management, personal values & ethics, monitoring and constructive feedback, team spirit and communication, team bonding and trust, commitment & motivation, and knowledge, skills & resources* (Weng, 2000). The ability to ensure that goals set are measurable and realistic and work out strategies for attaining goals before starting any work. Teachers ensure that the objectives are quantifiable and achievable (Adom, Mensah & Dake, 2020; Guhao Jr. & Quines, 2021). Moreover, teachers believe in each other's abilities and are capable of working without the presence of a leader. They take on leadership responsibilities and operate on a proactive basis (Berestova, Gayfullina & Tikhomirov, 2020). Likewise, teachers were delegated to give periodic reports of the progress of tasks assigned to them and work together in harmony to meet deadlines. At the same time, willing to compromise to meet team's goals. They Value of honesty and integrity (Chankova, 2020). Monitoring and constructive feedback of teachers to uphold on the policy in giving constructive feedback for making any improvements.

Subsequently, teachers manifesting enjoyment in working together and have fun as they work as a team. Team bonding and trust demonstrated through very high team morale and members do not give up on each other. Commitment & motivation shown when teachers feel proud to work in the team and are motivated to stretch their limits. They Motivate each other for completing tasks (Borah, 2021). Lastly, knowledge, skills & resources that displayed through sharing of resources among teachers and put to productive use. Finally, On the other hand, the third latent variable is the teacher empowerment has *professional development, trust, status and cooperation*, as observed indicators (Hidiroglu & Tanriogen, 2020). The chance to receive trainings on new teaching methods and techniques by the school administration. School administration allowed teachers to attend seminars/conferences with key persons in my field (Wilcoxon, Bell & Steiner, 2020). The teachers feel that the administrators value them as teachers and feel free while carrying out their duties. Administration holds teachers in high regard (Zhang, Bowers & Mao, 2021). Subsequently, how teachers think that their profession will give them high social position as status. Teachers considered their work as profession that has a high social standing (Yao, You & Zhu, 2020). Lastly, in the school they cooperate with each other in line with their professional goals. Teachers can collaborate with other teachers (Wilcoxon, Bell & Steiner, 2020). The latent endogenous variable organizational commitment has three observed variables: *affective, continuance, and normative commitment* (Allen & Meyer, 1990). The organizational commitment can be manifested through: first, the teachers' propensity to identify with, participate with, and be emotionally invested in the school.

The individuals express contentment in dedicating the remainder of their professional lives to the Department of Education and derive satisfaction from engaging in conversations about their organization with those external to it, demonstrating a resolute dedication (Membredo & Guhao, Jr. 2022; Mustafa, Nordin, Razzaq & bin Ibrahim, 2020). Second, on their understanding of the costs of quitting the teaching (Guhao Jr, 2019). It would be hard for them to leave the organization right now and staying with their organization is a matter of necessity as much as desire (Johnson, 2020). Third, the teachers’ belief that they were obligated to stay with the organization. Hence, they believe that a person's loyalty to his or her organization must always be maintained (Ahad, Mustafa, Mohamad, Abdullah & Nordin,2021).Moreover, a Path Model is essential to arrive at the best fit model. The hypothesized model shows the following: the single-headed arrow represents the direct relation from one variable to another, while the double-headed arrow signifies correlation.

The Hypothesized Model 1 illustrated in Figure 1 reflects the correlation of the three latent exogenous variables and their direct causal relation to the latent endogenous variable. This is observed through the double-headed arrow connected among three latent exogenous variables: transformational leadership and teamwork skills, teamwork skills and teacher empowerment, and transformational leadership and teacher empowerment. The single-headed arrow pointing from the three-latent exogenous relates directly to organizational commitment. This is illustrated through a single-headed indicator connected from the latent exogenous variables to the latent endogenous variable. Furthermore, the rectangular shapes represent the corresponding latent exogenous and endogenous variables' measured variables.

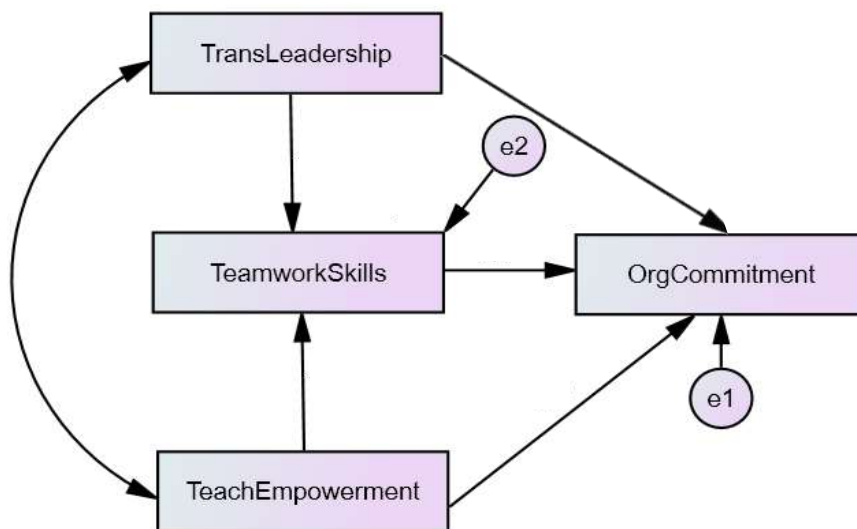


Figure 1. *Hypothesized Structural Model*

Legend: TransLeadership –Transformational Leadership
 TeamworkSkills – Teamwork Skills
 TeachEmpowerment – Teacher Empowerment
 OrgCommitment – Organizational Commitment

In the local setting, the researcher has not found a study that uses path modeling to investigate the relationship between transformational leadership of school heads, teamwork skills, and teacher empowerment on organizational commitment among public school teachers. In the above context, a regression is performed for each dependent variable, and effects are evaluated through regressions for cumulative effects (Stage, Carter, & Nora, 2015). Hence, Zhao (2023) stated that there was a gap how the emerging technological tools affect the teachers perception of empowerment, work with teams and the leadership styles of school heads that possibly impacted the teachers’ organizational commitment. The findings of this study will be used to develop a strategy for increasing organizational commitment among public-school teachers,

Which will possibly lead to better teaching performance and student outcomes. This study aimed to determine the best fit model on organizational commitment among public-school teachers. Specifically, this study aimed to determine the level of transformational leadership of school heads in terms of work vision building, Innovative climate, intellectual stimulation, and individualized consideration. To assess the level of teamwork skills teachers in terms of focus on goals, leadership & ownership, tasks delegation, time management, personal values & ethics, monitoring and constructive feedback, team spirit and communication, team bonding and trust, commitment & motivation, and knowledge, skills & resources. To evaluate the level of teacher empowerment of teachers in terms of professional development, trust, status and cooperation. Also, to ascertain the level of organizational commitment of public-school teachers in terms of affective, continuance, and normative commitment

Furthermore, this study intended to determine the significant relationship between transformational leadership and organizational commitment; teamwork skills and organizational commitment; and teacher empowerment and organizational commitment among public school teachers. Finally, to recognize the best fit model that predicts organizational commitment among public school teachers. At the same time, the following null hypotheses were tested at a 0.05 level of significance. First, there is no significant relationship between transformational leadership and organizational commitment. Second, teamwork skills and organizational commitment; and third, teacher empowerment and organizational commitment. Lastly, no model that best fits organizational commitment among public school teachers.

This study is significant for education in multiple nations since it lays the groundwork for system adoption and enhancement. This study will contribute to a better understanding of how teachers' organizational commitment as being influenced by external and internal personal elements, allowing for the development of more accurate notions in this area. As a result, it may shed insight on or potentially resolve the pervasive problem related from questionable organizational commitment in schools, which accordingly resulted to lower performance outcomes. The result of this study could be relevant information to the Department of Education officials as a springboard in planning for programs and activities that could possibly be implemented to enhance any prior identified weaknesses in the transformational leadership of school heads, teamwork skills, and teacher empowerment that could affect the organizational commitment of the teachers. The findings of the study could be a significant baseline for faculty development programs of educational institutions. This would likewise be useful to the school administrator in directing, managing and alleviating, teachers' organizational commitment. This study provides the foundation for teacher professional development programs that will enhance organizational commitment to maintain efficient service disposition that concordance with the United Nations 2030 Sustainable Development Goals (United Nations, 2015). Additionally, this will be used as a cross-reference and comparative tool to the researchers in understanding the similarities and differences of organizational commitment across countries to help develop outlines and models that can be used in a variety of educational locations.

II. METHOD

This section describes how the study was conducted, study participants or research respondents, materials/instruments, design, and procedures as applicable.

Research Respondent: The study was carried out in the Davao Region, which is often referred to as Region XI, a geographical region situated in the southern part of Mindanao, Philippines. The Philippine Sea forms the eastern and southern boundaries, while Bukidnon and SOCSARGEN Region define the western boundary, and the CARAGA Region marks the northern boundary. Davao Oriental, Davao de Oro, Davao del Norte, Davao del Sur, and Davao Occidental are the five provinces of the Davao Region, each containing three component cities and three other cities, as follows: Davao Oriental, Davao de Oro, Davao del Norte, Davao del Sur, and Davao Occidental. Mati City, Davao de Oro has no capital city, Tagum City, Digos City, Davao Occidental has no city, and Tagum City, Digos City, Davao Occidental has no city, respectively. Davao City, Island Garden City of Samal, and Panabo City are the other three cities. The study's participants were public school teachers from Region XI's eleven divisions in the location. In the areas mentioned above, survey questionnaires were distributed.

Moreover, the level of organizational commitment of the teachers in the region was generally good. Still, there were cases of teachers not engaging themselves in the disposition of duties all over the region. Some teachers were going to school just for attendance, oblivious to their purpose and calling. Further, the poor motivation to work and achieve the department goal among teachers was obvious. Henceforth, the need to assess teachers' organizational commitment is indispensable.

The study's respondents were chosen using a scientific method. For this study, 400 teachers employed in public-school in the various schools in Deped Region XI were polled to represent the 41,084 active teachers of the region. The number of respondents per division was determined via stratified random sampling. Adhering to the essential guideline for determining the suitable number of participants for path analysis (Savalei, 2021), which is between 200 and 400, the researcher attempted to work backward by using an appropriate quota sampling (Smith & Dawber, 2019) at the .05 significance level. Furthermore, specific criteria were set to determine the eligibility of participants as research respondents (inclusion). The individual must possess the position of a tenured public-school educator under the Department of Education covering kindergarten up to senior high school. They can be of any gender. The participants were asked to provide accurate data on psychological capital, academic job satisfaction, emotional intelligence, and work engagement. The researcher gave the questionnaire to other interested participants through google forms link. Data gathering was conducted from July to September 2023.

III. MATERIAL AND INSTRUMENT

Four instruments were employed in this study to address the research problem. The study utilized primary data to collect information, including four components: transformational leadership, teamwork skills, teacher empowerment, and teacher empowerment. The survey questions used in the study were obtained from various relevant research sources. The restructuring has been carried out to enhance the instrument's relevance to the present professional and contextual environment.

The instrument underwent validation by five internal and one external expert validators, resulting in an overall rating of 4.48, indicating a high level of appropriateness and credibility. Pilot testing was undertaken following the validation process. The surveys' validity was assessed using Cronbach's alpha. Adeniran (2019) states that the closer the Cronbach's alpha coefficient to 1.0, the internal consistency of the items on the scale increases. Bonett and Wright (2015) stated that the acceptability of a reliability value is reliant upon the specific application being considered. Moreover, it is essential to prioritize the reliability value of the entire population rather than solely relying on the reliability value of the sample.

The guideline, according to George and Mallery (2003), states that a result of 0.9 or higher is considered excellent, 0.8 or higher is good, 0.7 or higher is acceptable, 0.6 or higher is questionable, 0.5 or higher is poor, and anything below 0.5 is considered not acceptable. The Cronbach alpha of this survey instrument used is 0.968 for the endogenous variable and 0.955 average for the three other exogenous variables, indicating that the research tools are valid and reliable. The panel of examiners validated the four sets of questionnaires for approval. The overall rating of the instruments' construct validity was 4.48, which indicated a very good rating of the tools. The final version was edited to include the changes, comments, and suggestions provided by the experts before its implementation. To make the instrument more appropriate and credible, it was validated by five internal and one external expert validators with an overall rating of 4.01 described as very good. After validation, pilot testing was conducted. The validity of the questionnaires was checked through Cronbach alpha. According to Gliem and Gliem (2003), the closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. In addition, Bonett and Wright (2015) said that an acceptable reliability value depends on the type of application. Further, the focus should be on the population reliability value rather than the sample reliability value.

The rule of thumb as provided by George and Mallery (2003) emphasize that if the result is equal or greater than 0.9, it is excellent; equal or greater than 0.8 is good; equal or greater than 0.7 is acceptable; equal or greater than 0.6 is questionable; equal or greater than 0.5 is poor; and less than 0.5 is unacceptable. Moreover, according to Santos (1999), the score between 0.80 – 0.90 is considered very good. The Cronbach alpha of this survey instrument used is 0.968 in endogenous variable and 0.955 average on the other three variables, indicating that the tools are valid and reliable. The questionnaire on transformational leadership was adapted from the work of Moolenaar, Daly and Slegers, (2010). It comprises of four indicators namely: vision building, Innovative climate, intellectual stimulation, and individualized consideration. The questionnaire on teamwork skills was adapted from the work of Weng (2000). The tool had eight indicators namely: focus on goals, leadership & ownership, tasks delegation, time management, personal values & ethics, monitoring and constructive feedback, team spirit and communication, team bonding and trust, commitment & motivation, and knowledge, skills & resources. The questionnaire on teacher empowerment was adapted from the research work of Hidiroglu and Tanriogen, (2020). The tool had four indicators namely: professional development, trust, status and cooperation. Furthermore, the questionnaire on teachers' organizational commitment is adapted from the study of Allen & Meyer (1990). It comprises the following indicators, the affective, continuance, and normative

Commitment. data has been analyzed and interpreted utilizing appropriate statistical tools. The *Mean* was used to determine the level of transformational leadership, teamwork skills, teacher empowerment and the level of organizational commitment of teachers. The *Pearson r* or Pearson Product–Moment Correlation was used for naturally dispersed joint data following a normal bivariate distribution (Schober, Boer & Schwarte, 2018). In this study, it was used to determine the interrelationship between the independent and the dependent variable. Lastly, *Path Modelng*, which incorporates the features of multiple regression and factor analysis was used to estimate a sequence of interrelated relationships of dependency simultaneously (Thakkar & Thakkar, 2020) and to test the hypothesized model and determine the best fit model of organizational commitment of teachers. The scale employed for interpreting the means of transformational leadership, teamwork skills, teacher empowerment, and organizational commitment are the following ranges: 4.20 - 5.00 described as very high and interpreted as always evident; 3.40 - 4.19 labelled as high and interpreted as oftentimes evident; 2.60 - 3.39 defined as moderate and taken as occasionally evident; 1.80 - 2.59 labeled as low and interpreted rarely; and lastly, 1.00 - 1.79 described as very low and defined as never evident among public school teachers.

To ascertain the best fit model, the following indices were employed along with their respective criteria:

INDEX	CRITERION
Chi-Square / Degrees of Freedom	$0 < \text{value} < 2$
P-value	$> .05$
Normed Fit Index (NFI)	$> .95$
Tucker-Lewis Index (TLI)	$> .95$
Comparative Fit Index (CFI)	$> .95$
Goodness of Fit Index (GFI)	$> .95$
Root Mean Square of Error Approximation (RMSEA)	$< .05$
P of Close Fit (Pclose)	$> .05$

Design and Procedure : This study employed a quantitative, descriptive-correlational research approach and utilized the path modeling technique. Quantitative studies employ mathematical models and statistical analysis to examine data, producing numerical outcomes that are considered to be more objective. Quantitative research ascertains the causes and mechanisms behind changes in phenomena (Aspers & Corte, 2019). The objective of this study was to construct the best fit model of organizational commitment among teachers in public schools. More precisely, the study employed the descriptive-correlational methodology. A descriptive correlational study is a research method that focuses on explaining the associations between variables without establishing a causal relationship (Quaranta, 2017). Descriptive pertains to the measurement of transformational leadership of school heads, teamwork skills, teacher empowerment and organizational commitment of teachers employed in public schools. However, this research is correlational as it assesses the association between the exogenous and endogenous variables.

Path analysis is a form of multiple-regression analysis and is useful for evaluating a number of problems in causal analysis. Path analysis, first formulated in the 1920s, is a method to examine causal patterns within a set of variables. To interpret data relative to a pre-specified causal model, researchers use path analysis most frequently. With path analysis, scientists perform a sequence of regressions within the model to analyze effects on dependent variables. For later regressions within the model, dependent variables also function as independent variables. This method is highly valuable for analyzing intricate models with multiple variables, as it reveals both direct and indirect relationships between these variables. Consequently, it offers a significant advantage in displaying and analyzing complex models. Additionally, it is a favored method for analyzing graduate dissertations and academic studies (Civelek, 2018). The initial step in gathering the information used in this research involved obtaining approval to conduct study from the University of Mindanao Ethics Review Committee on May 5, 2022.

The creation of survey questionnaires into google forms was facilitated from May 2022 to June 2022. A request letter signed by the dean was sent to Deped Regional Director. The approved letter was attached to the letters addressed to the different Superintendents of the eleven Deped divisions of Region XI. A schedule was established for floating and retrieval of questionnaires, spanning from July 2023 to August 2023. Specifically, on July 15, 2023, the researcher administered the questionnaires in the Division of Deped Davao Occidental, Deped Davao del Sur and Digos City, Deped Davao City, Davao Del Norte with Tagum City, Deped Davao De Oro, and Deped Davao Oriental schools simultaneously, sharing the questionnaires link to friends, colleagues, and acquaintances of the researcher. Then, the collected data were systematically organized, analyzed, and interpreted in a manner that ensured confidentiality. The focus on ethical conduct has intensified and expanded due to society's demand for increased responsibility. In addition to the crucial nature of choosing the right research methodology and methods, the ethical considerations surrounding the research process, as outlined in UMERC Form 2.2, are also of utmost importance. Hence, this paper was subjected to an ethics review by the panel of experts from the University of Mindanao Ethics Review Committee (UMERC) and found to be in order and compliant with the minimum standards of the research ethics prescribed by the university. The researcher was granted a certificate of approval with a UMERC Protocol Number 2022- 120.

IV. RESULTS AND DISCUSSION

Presented here are the statistics and results based on the responses of the study-respondents on the transformational leadership, teacher empowerment, teamwork skills and organizational commitment of teachers in public schools. The discussions are organized based on the subsequent subheadings: level of transformational leadership, level of teamwork skills, level of teacher empowerment and level of organizational commitment; the relationship between transformational leadership and organizational commitment, teamwork skills and organizational commitment, teacher empowerment and organizational commitment together with the best fit model.

Level of Transformational Leadership of School Heads : In Table 1 is displayed the degree of transformational leadership among school heads in Region XI. The mean score achieved on the p transformational leadership is 4.46, with a standard deviation of 0.409, indicating a *very high* level. Consequently, the attribute behaviors of transformational leadership is always evident.

Table 1
Level of Transformational Leadership

Indicator	SD	Mean	D.E.
Vision Building	0.520	4.43	Very High
Individualized Consideration	0.477	4.58	Very High
Intellectual Stimulation	0.524	4.38	Very High
Innovative Climate	0.449	4.44	Very High
Overall	0.409	4.46	Very High

Explicitly, the mean ratings of the domains of transformational leadership are unveiled as follows: individualized consideration attained a mean rating of 4.58 or *very high*; innovative climate obtained a mean rating of 4.44 or *very high*; vision building had a mean rating of 4.43 or *very high*; and intellectual stimulation reaped a mean rating of 4.38 or *very high*. The overall very high response of public-school teachers displayed that school administrators actively engaged in an ongoing conversation, discussing their own professional objectives. During these discussions, they clarified the complex relationship between the school's overall vision and other initiatives, collaborative ventures, or government endeavors. In addition, these leaders explored the practical consequences of the school's vision on day-to-day activities. They continuously demonstrated a dedication to ongoing improvement by actively engaging in learning and producing unique ideas. They actively pursued and participated in discussions about novel topics because they had a strong desire to learn more. They displayed a proactive mindset by actively embracing the opportunity to explore innovative thoughts and were receptive to experimenting with new ideas. This finding is consistent with Lasrado and Kassem (2021) that the transformational school administrators were deeply involved in an ongoing conversation regarding their own professional and personal goals. They provide an explanation of the connection between the school's vision and initiatives, cooperative projects, or efforts made by the government (Kwan, 2020). They discussed the impact that the school's vision has on the day-to-day operations of the institution (Sudibjo & Prameswari, 2021). They

were always gaining new knowledge and coming up with innovative concepts (Asbari, 2020). Also, in accordance with Afsar and Umrani's research from 2020, they were inspired to seek out and share fresh facts. They did not hesitate to experiment with novel concepts (Tan, Van Dun, & Wilderom, 2021).

Level of Teamwork Skills of Teachers : A summary of the level of teamwork skills of teachers in public schools is presented in Table 2. The overall mean rating is 4.27 described as *very high* with standard deviation of 0.433, which means that teamwork skills is always evident. The mean ratings of the indicators of teamwork skills are unveiled as follows: focus on goals had a mean rating of 4.35 or *very high*; leadership and ownership acquired a mean rating of 4.30 or *very high*; team spirit and communication acquired a mean rating of 4.30 or *very high*; team bonding and trust landed a mean rating of 4.27 or *very high*; personal values and ethics rounded up a mean rating of 4.27 or *very high*; knowledge, skills & resources accumulated a mean rating of 4.25 or *very high*; time management garnered a mean of 4.25 or *very high*; commitment and motivation got a mean of 4.22 or *very high*; monitoring and constructive feedback earned a mean rating of 4.22 or *very high*; while task delegation reaped a mean of 3.92 or *very high* also.

Table 2
Level of Teamwork Skills of Teachers

Indicators	SD	Mean	D.E.
Focus on Goals	0.628	4.35	Very High
Leadership and Ownership	0.610	4.30	Very High
Task Delegation	0.589	4.20	Very High
Time Management	0.656	4.25	Very High
Personal Values and Ethics	0.691	4.27	Very High
Monitoring and Constructive Feedback	0.636	4.22	Very High
Team Spirit and Communication	0.638	4.30	Very High
Team Bonding and Trust	0.678	4.30	Very High
Commitment and Motivation	0.553	4.24	Very High
Knowledge, Skills & Resources	0.573	4.25	Very High
Overall	0.433	4.27	Very High

This showed that the teachers played a crucial role in ensuring that educational objectives are not only set but also quantifiable and achievable. Beyond their role as educators, teachers assumed leadership responsibilities and operate on a proactive basis. They exhibited initiative by taking on responsibilities, even those not formally assigned to them. Collaboration is key as they worked together to accomplish deadlines, fostering an environment that values honesty and integrity. Teachers actively engaged in group and team discussions, making suggestions, and participating in various activities. Their professional relationships are built on faith in and respect for one another, leading to mutual motivation to complete tasks. Even when faced with challenging tasks that test their skills and capabilities, teachers willingly invested effort to ensure successful outcomes. This is consonance to Adom et al (2020) statement that teachers were vital in setting, quantifying, and achieving educational goals. Beyond teaching, teachers lead and are proactive (Berestova et al., 2020). They showed initiative by taking on unassigned tasks. Working together to meet deadlines fostered honesty and integrity (Chankova, 2020). Teachers participated in group and team discussions, recommendations, and activities. Mutual trust and respect motivate them to complete duties in their working partnerships (Borah, 2021). Teachers worked hard to **succeed even in difficult tasks.**

Level of Teacher Empowerment : In Table 3 is shown the level of teacher empowerment in public-schools. The overall mean score is 4.31 with a standard deviation of 0.595, defined as *very high*, which means that teacher empowerment is always evident in schools. The mean ratings of the domains of teacher empowerment are illustrated as follows: cooperation obtained a mean rating of 4.36 or *very high*; status attained a mean rating of 4.33 or *very high*; professional development accumulated a mean of 4.29 or *very high*; and trust garnered a mean rating of 4.28 or *very high*.

Table 3
Level of Teacher Empowerment

Indicators	SD	Mean	D.E.
Professional Development	0.697	4.29	Very High
Trust	0.662	4.28	Very High
Status	0.690	4.33	Very High
Cooperation	0.671	4.36	Very High
Overall	0.595	4.31	Very High

It was demonstrated by this finding that the administration of the school in the region made it possible for teachers to participate in seminars and conferences with influential people in my specialty. Teachers are highly valued by administration. The profession of teaching was regarded as one that carries a good reputation in society. Collaboration with other educators is something that teachers are able to do. The findings of Wilcoxon et al. (2020) have been substantiated, reinforcing the notion that the school administration actively supports the professional development of teachers by granting them the opportunity to participate in seminars and conferences alongside prominent figures in their respective fields. This commitment is reflective of the high esteem in which the administration holds teachers, as emphasized by Zhang, Bowers, and Mao (2021). The recognition of teachers as professionals with elevated social standing, as posited by Yao, You, and Zhu (2020), further underscores the importance attributed to their roles within the educational landscape. Moreover, the collaborative environment fostered within the teaching community is noteworthy. Teachers, as highlighted by Wilcoxon, Bell, and Steiner (2020), not only have the freedom to engage in professional networking but are actively encouraged to collaborate with their peers.

Level of Organizational Commitment of Teachers : In Table 4 is shown the level of organizational commitment of public-school teachers in Region XI. The overall mean rating is 4.23 with a standard deviation of 0.612, labelled as *very high*, which implies that organizational commitment is always evident in the school teachers. The mean score of organizational commitment is carried by its indicators affective and continuance with a mean of 4.29 or *very high*; while normative with a mean rating of 4.13 or *high*.

Table 4
Level of Organizational Commitment

Indicators	SD	Mean	D.E.
Affective	0.652	4.29	Very High
Continuance	0.693	4.29	Very High
Normative	0.757	4.13	High
Overall	0.612	4.23	Very High

This brought to light the fact that educators in public schools met or even exceeded expectations. Teachers, as indicated by research conducted expressed great satisfaction with their career choice within the department of education. They were pleased to discuss their organization with individuals beyond its confines, showcasing a strong commitment. Accordingly, leaving the organization at this point would be challenging for teachers, and their decision to stay is not merely driven by desire but is also a matter of necessity. This sentiment aligns with the belief that maintaining loyalty to one's organization is paramount. Teachers are steadfast in their conviction that such loyalty must be preserved throughout their career. Teachers in the field of education demonstrated very high levels of satisfaction with their profession choice, according to a study by Mustafa, Nordin, Razzaq, and bin Ibrahim (2020). They were delighted to engage in conversations about their organization with others outside of its boundaries, demonstrating a strong dedication. Johnson (2020) argues that teachers would face significant challenges if they were to leave the organization at this juncture. Their decision to remain is not solely motivated by personal desire but partly by the requirement to do so. This viewpoint is in line with Ahad, Mustafa, Mohamad, Abdullah, and Nordin's (2021) assertion that

it is crucial to be devoted to one's organization. Teachers firmly believe that maintaining such dedication is crucial throughout their professional journey.

Correlation between Transformational Leadership of School Heads and Organizational Commitment of Teachers : In Table 5 is presented the findings regarding the correlations between transformational leadership of school heads and organizational commitment of teachers. The combined statistics yielded an overall R-value of 0.719, with a p-value below 0.05, indicating statistical significance. Thus, refuting the null hypothesis that there is no significant association. Besides, it was detected that vision building, individualized consideration, intellectual stimulation and innovative climate, the indicators of transformational leadership of school heads as perceived by the teachers when associated to organizational commitment of teachers; vision building shown an overall R-value is 0.690 with $p < 0.05$ hence, significant. When the indicator individualized consideration is correlated to organizational commitment, the overall R-value was 0.478 with $p < 0.05$ hence, significant. Also, domain intellectual stimulation when correlated to organizational commitment, the overall R-value of 0.589 with $p < 0.05$ hence, it is also significant. Lastly, as the indicators innovative climate was correlated to organizational commitment, the overall R-value was 0.719, which indicates statistical significance with a p-value of less than 0.05.

Table 5
Significance on the Relationship between Levels of Transformational Leadership of School Heads and Organizational Commitment of Teachers

Transformational Leadership	Organizational Commitment			
	Affective	Continuance	Normative	Overall
Vision Building	.692* (0.000)	.534* (0.000)	.587* (0.000)	.690* (0.000)
Individualized Consideration	.452* (0.000)	.274* (0.000)	.520* (0.000)	.478* (0.000)
Intellectual Stimulation	.640* (0.000)	.423* (0.000)	.488* (0.000)	.589* (0.000)
Innovative Climate	.629* (0.000)	.476* (0.000)	.534* (0.000)	.624* (0.000)
Overall	.730* (0.000)	.516* (0.000)	.641* (0.000)	.719* (0.000)

*Significant at 0.05 significance level.

This aligned with studies of Aydin, Sarier and Uysal (2013) stating that transformational leadership style affected organizational commitment of teachers in a positive way. It was concluded that administrators' transformational leadership associated to organizational commitment of teachers. Another, study results of Keskes, Sallan, Simo and Fernandez (2018) indicating the dimensions of LMX mediated the relationships between the dimensions of transformational leadership and organizational commitment dimensions. Similarly, transformational leadership is favorably associated to organizational commitment in Korean police organizations, according to the findings (Baek, Byers & Vito, 2018).

Correlation between Teamwork Skills and Organizational Commitment of Teachers : In Table 6 is presented the findings on the correlations between teamwork skills and organizational commitment. The tests achieved an overall R-value of 0.619, with a p-value below 0.05, indicating significance. As a result, the null hypothesis of no significant association is rejected. Further, when the indicator focus on goals was correlated to work engagement, it obtained an overall R-value 0.604 with $p < 0.05$; when the indicator leadership and ownership was correlated to organizational commitment, the overall R-value was 0.558 with $p < 0.05$ hence, significant; when the indicator task delegation was correlated to organizational commitment, the overall R-value was 0.492 with $p < 0.05$ hence, significant; when the indicator time management was correlated to organizational commitment, the overall R-value was 0.507 with $p < 0.05$ henceforth, significant; when the indicator personal values and ethics was correlated to organizational commitment, the overall R-value was 0.521 with $p < 0.05$

hence, significant; when the indicator monitoring and constructive feedback was correlated to organizational commitment, the overall R-value was 0.498 with $p < 0.05$ hence, significant; when the indicator team spirit and communication was correlated to organizational commitment, the overall R-value was 0.520 with $p < 0.05$ hence, significant; when the indicator team bonding and trust was correlated to organizational commitment, the overall R-value was 0.445 with $p < 0.05$ hence, significant; while the indicator commitment and motivation and knowledge, skills & resources were correlated to organizational commitment, the overall R-value were 0.047 and 0.007 respectively with $p > 0.05$ hence, not significant.

Table 6
Significance on the Relationship between Levels of Teamwork Skills and Organizational Commitment

Teamwork Skills	Organizational Commitment			
	Affective	Continuance	Normative	Overall
Focus on Goals	.644* (0.000)	.482* (0.000)	.451* (0.000)	.604* (0.000)
Leadership and Ownership	.604* (0.000)	.454* (0.000)	.416* (0.000)	.558* (0.000)
Task Delegation	.451* (0.000)	.392* (0.000)	.445* (0.000)	.492* (0.000)
Time Management	.463* (0.000)	.412* (0.000)	.454* (0.000)	.507* (0.000)
Personal Values and Ethics	.474* (0.000)	.427* (0.000)	.464* (0.000)	.521* (0.000)
Monitoring and Constructive Feedback	.482* (0.000)	.429* (0.000)	.400* (0.000)	.498* (0.000)
Team Spirit and Communication	.495* (0.000)	.437* (0.000)	.435* (0.000)	.520* (0.000)
Team Bonding and Trust	.454* (0.000)	.365* (0.000)	.353* (0.000)	.445* (0.000)
Commitment and Motivation	.057 (0.252)	.026 (0.605)	.040 (0.420)	.047 (0.349)
Knowledge, Skills & Resources	.013 (0.789)	.027 (0.588)	-.020 (0.693)	.007 (0.889)
Overall	.613* (0.000)	.509* (0.000)	.508* (0.000)	.619* (0.000)

*Significant at 0.05 significance level.

The findings of this study were in agreement with the results of another study (Hayat, Azeem, Nawaz, Humayon, and Ahmed, 2019) which found that there is a positive and statistically significant association between collaboration and organizational commitment. Furthermore, according to Ghorbanhosseini (2013), there is a clear route that can be proven to be statistically significant between the ability to work well with others and dedication to the organization. Hanaysha (2016) also indicated that the effect of teamwork on organizational commitment was found to be positive and statistically significant. This effect was supported by the findings of the previous study.

Correlation between Teacher Empowerment and Organizational

Commitment: In Table 7 is displayed the findings about the correlations between teacher empowerment and organizational commitment. The combined measures resulted in an overall R-value of 0.728, which is statistically significant with a p-value of less than 0.05. As a result, the null hypothesis, which suggests no significant relationship, was rejected. Moreover, when indicator professional development was correlated to organizational commitment, the overall R-value was 0.603 with $p < 0.05$ hence, significant; when indicator trust was correlated to organizational commitment, it got an overall R-value of 0.621 with $p < 0.05$ hence, significant; when indicator status was correlated to organizational commitment, the overall R-value was 0.629 with $p < 0.05$ hence, significant; and finally, when indicator cooperation was correlated to organizational commitment, the overall R-value was 0.701 with $p < 0.05$ hence, it is also significant.

Table 7
Significance on the Relationship between Levels of Teacher Empowerment and Organizational Commitment

Teacher Empowerment	Organizational Commitment			
	Affective	Continuance	Normative	Overall
Professional Development	.586* (0.000)	.477* (0.000)	.521* (0.000)	.603* (0.000)
Trust	.594* (0.000)	.525* (0.000)	.514* (0.000)	.621* (0.000)
Status	.655* (0.000)	.544* (0.000)	.462* (0.000)	.629* (0.000)
Cooperation	.737* (0.000)	.573* (0.000)	.542* (0.000)	.701* (0.000)
Overall	.734* (0.000)	.604* (0.000)	.581* (0.000)	.728* (0.000)

*Significant at 0.05 significance level.

Consequently, this result provided support for the conclusions of the study, which demonstrated that there is a considerable positive association between employee empowerment and organizational commitment (Hanaysha, 2016). The authors Bogle and Somech (2004) with Ahmad, Malik, Sajjad, Hyder, Hussain, and Ahmed (2014) found that among the six subscales of empowerment, self-efficacy, professional advancement, and status were correlated to organizational commitment.

Best Fit Model on Organizational Commitment : Modifications are necessary to align the data with the original proposed model depicted in Figure 1. The study offered three generated path models. When determining the most suitable model, all contained indices must be within their allowable ranges. The Chi-Square Value divided by the Degrees of Freedom should be between 0 and 2, and the corresponding p-Value should be greater than 0.05. The Root Mean Square Error Approximation value should be below 0.05, while its related P-close value should be over 0.05. All other indices, including the Normed Fit Index, Tucker-Lewis Index, Comparative Fit Index, and the Goodness of Fit Index, must exceed a value of 0.95.

In Figure 2 is shown the generated path model 1. It shows the interrelationships of the exogenous variables, transformational leadership with teacher empowerment while manifesting influenced towards teamwork skills.

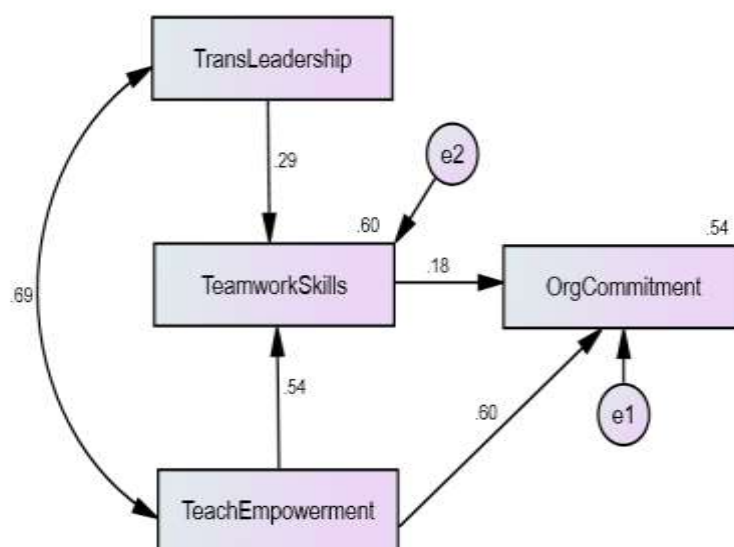


Figure 2. Path Analysis Model 1 in Standardized Solution

Legend: TransLeadership –Transformational Leadership
 TeamworkSkills – Teamwork Skills
 TeachEmpowerment – Teacher Empowerment
 OrgCommitment – Organizational Commitment

The transformational leadership accounted twenty nine percent of the variation of teamwork skills, while teamwork skills manifested .18 R-value on organizational commitment. Also, teacher empowerment depicted R-value of .54 on teamwork skills while showing sixty percent direct influence on organizational commitment as shown in Table 8. This like the recommendation that the transformational leadership style be utilized everywhere to boost organizational commitment, which may ultimately result in higher productivity (Hussain & Khayat, 2021). However, negated the researched conducted by Ali et al. (2021) and Alegbeleye et al. (2022), that transformational leadership has the potential to also influence teamwork skills. Furthermore, the first generated model garnered a P-close of .000; Chi-Square Value divided by the Degrees Of Freedom was 73.397; the corresponding p-Value was equal to .000; the Goodness of Fit Index was .922; Comparative Fit Index was .927; the Normed Fit Index shown .927; Tucker-Lewis Index was .565; and the Root Mean Square Error Approximation value was .426. However, none of the indices met the allowed thresholds as shown in table 9. Hence, a poor fit.

Table 9
Goodness of Fit Measures of Structural Model 1

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	73.397
P-value	> 0.05	.000
GFI	> 0.95	.922
CFI	> 0.95	.927
NFI	> 0.95	.927
TLI	> 0.95	.565
RMSEA	< 0.05	.426

Legend:

- CMIN/DF** - Chi-Square/Degrees of Freedom
- NFI** - Normed Fit Index
- TLI** - Tucker-Lewis Index
- CFI** - Comparative Fit Index
- GFI** - Goodness of Fit Index
- RMSEA** - Root Means Square of Error Approximation
- Pclose** - P of Close Fit
- P-value** - Probability Level

The generated Model 2 as shown In Figure 3, the generated path model 1. It shows the interdependence of the exogenous variables, transformational leadership with teacher empowerment while teacher empowerment manifesting influenced towards teamwork skills. The transformational leadership displayed direct influence on organizational commitment with beta=. 40, while showing correlation coefficient of .69 with teacher

empowerment. Also, teacher empowerment depicted a beta of .74 on teamwork skills while showing direct influence on organizational commitment with regression coefficient of .42. Meanwhile, in this model the teamwork skills manifested no influenced over organizational commitment with a R-value of .039 and a p-value >0.05 as shown in Table 11.

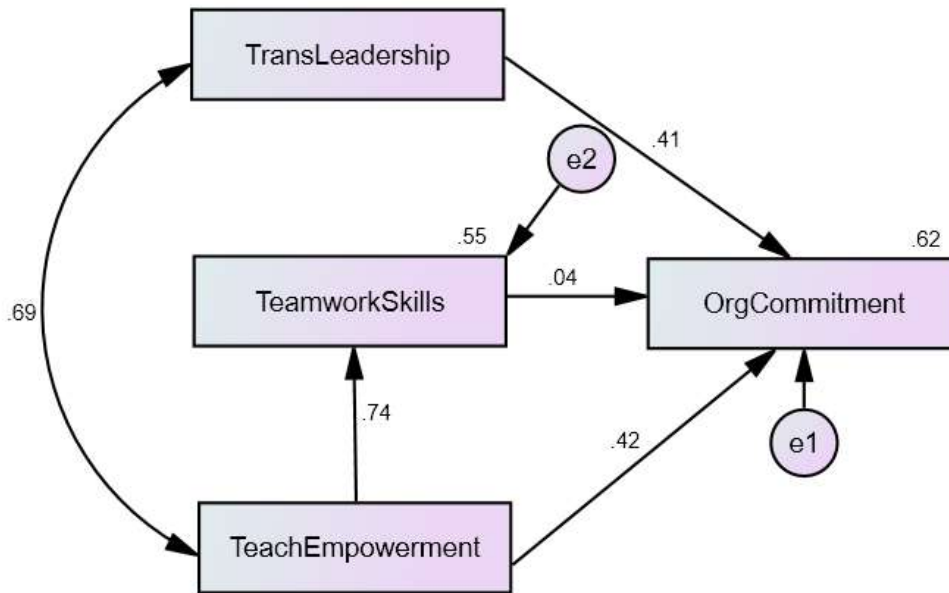


Figure 3. Path Analysis Model 2 in Standardized Solution

Legend: TransLeadership –Transformational Leadership
 TeamworkSkills – Teamwork Skills
 TeachEmpowerment – Teacher Empowerment
 OrgCommitment – Organizational Commitment

This model strengthened the idea presented by Hussain and Khayat (2021) that the transformational leadership affected the variance of organizational commitment. Through research conducted by Ali, Chuanmin, Ahmed, Mahmood, Khayyam, and Tikhomirova (2021) and Alegbeleye et al. (2022), it has been discovered that transformational leadership has the potential to also have an effect on teamwork skills, the result of this study was strengthened. Moreover, the significant improvement among indexes were manifested in Model 2 when compared to Model 1, to wit: P-close still .000; Chi-Square Value divided by the Degrees Of Freedom from 73.397 to 41.489; p-Value still .000; the Goodness of Fit Index from .922 to .953; Comparative Fit Index from .927 to .959; the Normed Fit Index shown, from .927 to .959; Tucker-Lewis Index from .565 to .757; and the Root Mean Square Error Approximation value .426 to .319. The model was deemed not fit even some criterions fall within the ranges, while others did not achieve the acceptable value, as shown in Table 9. Therefore, Model 2 was poor fit.

Table 9
 Goodness of Fit Measures of Structural Model 2

INDEX	CRITERION	MODEL FIT VALUE
P-Value	> 0.05	.000
CMIN/DF	0 < value < 2	41.489

P-value	> 0.05	.000
GFI	> 0.95	.953
CFI	> 0.95	.959
NFI	> 0.95	.959
TLI	> 0.95	.757
RMSEA	< 0.05	.319

Legend:

- CMIN/DF** - Chi-Square/Degrees of Freedom
- NFI** - Normed Fit Index
- TLI** - Tucker-Lewis Index
- CFI** - Comparative Fit Index
- GFI** - Goodness of Fit Index
- RMSEA** - Root Means Square of Error Approximation
- Pclose** - P of Close Fit
- P-value** - Probability Level

Lastly, the generated Model 3 exhibited in Figure 4 show the relationship between transformational leadership and teacher empowerment with R-value of .69 while showing impact on both teamwork skills and organizational commitment.

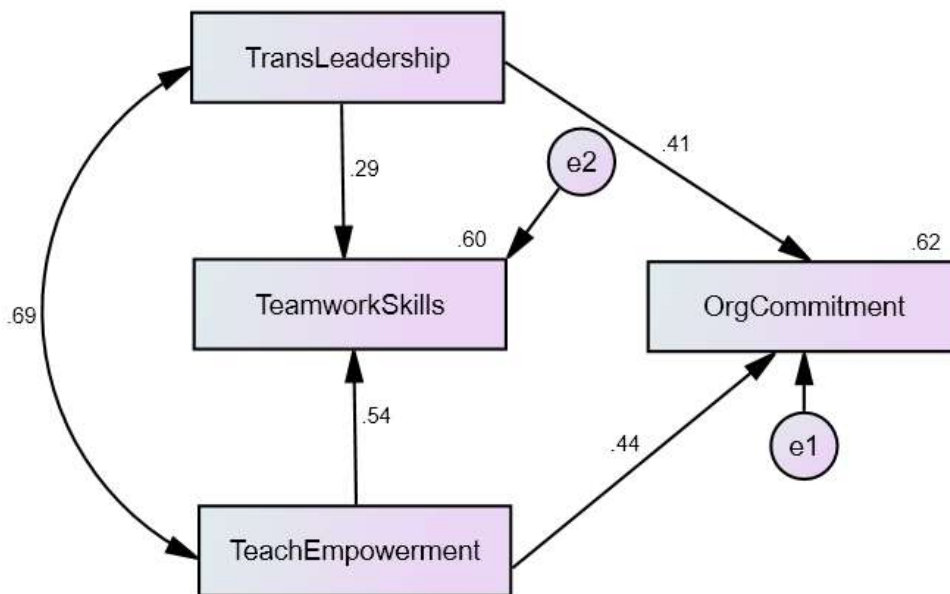


Figure 4. Path Analysis Model 3 in Standardized Solution.

- Legend: TransLeadership – Transformational Leadership
- TeamworkSkills – Teamwork Skills
- TeachEmpowerment – Teacher Empowerment
- OrgCommitment – Organizational Commitment

Further, the transformational leadership manifested regression coefficient of .29 on teamwork skills and .41 on organizational commitment. Similarly, teacher empowerment displayed influence on teamwork skills with beta=.54 and .44 on organizational commitment. Subsequently, the significant improvement among indexes were manifested in Model 3 when compared to Model 2, to wit: P-close from .000 to .616; Chi-Square Value divided by the Degrees Of Freedom from 41.489 to .635; p-Value from .000 to .426; the Goodness of Fit Index from 953 to .999; Comparative Fit Index from 959 to 1.000; the Normed Fit Index shown, from 959 to .999; Tucker-Lewis Index from .757 to 1.002; and the Root Mean Square Error Approximation value from .319 to .000. Hence, all model fit values were fall within the ranges as shown in Table 10. Therefore, Model 3 was the best fit model.

Table 10
Goodness of Fit Measures of Structural Model 3

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.616
CMIN/DF	0 < value < 2	.635
P-value	> 0.05	.426
GFI	> 0.95	.999
CFI	> 0.95	1.000
NFI	> 0.95	.999
TLI	> 0.95	1.002
RMSEA	< 0.05	.000

Legend:

- CMIN/DF** - Chi-Square/Degrees of Freedom
- NFI** - Normed Fit Index
- TLI** - Tucker-Lewis Index
- CFI** - Comparative Fit Index
- GFI** - Goodness of Fit Index
- RMSEA** - Root Means Square of Error Approximation
- Pclose** - P of Close Fit
- P-value** - Probability Level

This supported the study result of Özaralli (2003) with Hussain and Khayat (2021) that transformational leadership style of superiors is proposed to be related to the strength of subordinate empowerment and team effectiveness. Also, individualized consideration and intellectual stimulation factors of transformational leadership are the heart of employee empowerment (Magasi, 2021). Moreover, that the transformational leadership influenced teamwork (Ali, Chuanmin, Ahmed, Mahmood, Khayyam, & Tikhomirova, 2021). Further, it conformed with the contention that there is a positive effect of transformational leadership toward organizational commitment (Basyir, Madhakomala & Handaru, 2020). However, denied the result of Rashid & Halim (2014) manifesting that the transformational leadership factors charisma and individualized consideration are not found to have significant influence on teamwork. Meanwhile, this study upheld the result of Laschinger, Read and Zhu (2016) and Murray and Holmes (2021) that employee empowerment that has been recognized as important drivers of employee commitment across a range of industries. Thus, it also consonance with the result of Andika, R., & Darmanto, S. (2020) that empowerment has significant effects on organizational commitment. It could be stated that there is a best fit model that predicts the organizational commitment among teachers in the region. The model undoubtedly demonstrates the vitality of interdependence of transformational leadership of school heads and teacher empowerment as they influenced teamwork skills and organizational commitment.

V. CONCLUSION AND RECOMMENDATION

Results revealed that the level of transformational leadership is very high; hence, the transformational leadership among school heads is always evident among school heads. Similarly, the public-school teachers' teamwork skills is at a very high level; thus, it is always evident. Also, the level of teacher empowerment is very high. Consequently, teacher empowerment is always evident in public-school teachers. Lastly, the level of organizational commitment of teachers employed in the public schools is very high. This means that the endogenous variable organizational commitment is always evident among teachers in public schools. Findings revealed a correlation between transformational leadership and organizational commitment. Further, association between teamwork skills and organizational commitment was observed. Finally, teacher empowerment and organizational commitment were discovered to be associated. Furthermore, the most sparing model (Model 3) conveyed a generalized new concept that the endogenous variable, organizational commitment of public-school teachers, was significantly best anchored to transformational leadership and was highly reinforced by teacher empowerment. While showing interdependence, they also manifested causal link to teamwork skills. However, teamwork skills show no direct impact to organizational commitment among teachers. The model 3 was conclusively the best fit Path Model on organizational commitment among public-school teachers.

Result of the study supports the Transformational Leadership Theory (Bass, 1999) which stated that a leader should work with teams or followers outside their immediate self-interests to identify essential change, develop a vision to guide it, and motivate followers to perform above their perceived capabilities to increase commitment. School administrators' leadership styles may influence teacher commitment and task awareness while working as team. Alongside with the Social Exchange Theory that stated organizational commitment is affected by the leadership capability of school heads and the participation of the teachers. It also confirmed the GRPI Model of Team Effectiveness of Rubin et al. (1977) that pronounced that the organization to be effective, they shall have the goals, roles, processes and interpersonal relationships. These mentioned criteria promote sense of connection between employees, thus, they minimize work related stress, disagreement and turnover. All these would lead greater tendency of affection to the organization as a whole. Similarly this study result foster the efficacy of Kanter's Theory of Structural Empowerment (Kanter, 1993). Empowerment is encouraged in work environments that give employees with access to knowledge, tools, support, and opportunities to learn and develop.

Based on the results of the study, as revealed on level of transformational leadership, the researcher recommends that the Department of Education may introduce the following activities: first, Continuous Professional Development (CPD) to provide recurring workshops and training sessions that specifically target the enhancement of leadership abilities, effective communication aptitude, emotional intelligence, strategic planning proficiency, and change management expertise to keep them updated; second, Peer Learning Networks to allow school heads to learn from one another through peer learning networks, mastermind groups, or communities of practice. In a supportive environment, best practices, experiences, and ideas can be shared; lastly, Recognition and Celebration to honor and commemorate the accomplishments and triumphs of school administrators who exhibit exceptional transformative leadership qualities, both openly and within the school community. In teamwork skills, it is suggested that the school heads are encouraged to initiate Shared Leadership Opportunities to engage teachers in collaborative leadership opportunities, such as participating in school improvement efforts. Teachers are able to offer their specialized knowledge, work together to make decisions, and assume responsibility for shared objectives. Also, Implement consistent communication channels, such as team meetings, to facilitate teacher connectivity, information sharing, and collaboration on ongoing projects or initiatives.

In the same vein, teacher empowerment as in its very high level, it is recommended that the Department of Education shall strengthen the Shared Decision-Making Structures where teachers are given the opportunity to actively participate in significant national or school-wide decisions pertaining to curriculum, policies, and professional development opportunities to sustain high sense of empowerment. Furthermore, to sustain very high-level organizational commitment among public school teachers it is recommended that the school will have Clear Vision and Mission that are well conveyed and consistently reinforced throughout the process. To encourage ownership and ensure that the school's mission statement is aligned with the organization's goals, it is important to involve teachers in the process of developing and refining the statement. Moreover, recognition and appreciation of the services and accomplishments of teachers should be provided through both formal and informal avenues. Public acknowledgment, awards, and appreciation gatherings are great ways to celebrate significant milestones, achievements, and remarkable efforts exhibited by individuals.

Besides, the Department of Education may consider the result of this study that the level organizational commitment was influenced by transformational leadership of school heads and teacher empowerment. Thus, by implementing the above recommendations for transformational leadership of school heads and teacher empowerment could possibly sustain very high level organizational commitment among teachers in public schools. Lastly, it is also suggested that researchers validate the findings of this study by conducting additional research with a wider range of respondents or in different environments. They may also investigate additional variables, methods, and tools to improve social understanding of the undercurrents and mechanisms of organizational commitment in the workplace. This understanding will serve as a solid foundation for the development of educational policies and initiatives that encourage the organizational commitment of teachers and improve student learning.

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