

Transformational Leadership of School Heads and School Culture as Predictors of Professional Commitment

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Abstract:- This study determined the significant influence of transformational leadership of school heads and school culture as predictor of professional commitment of teachers. The quantitative approach using the correlational technique and analysis were utilized in this study with a sample of 300 teachers coming from the Elementary Schools of Caraga Central District, Schools Division of the City of Mati. Sets of adapted survey questionnaires were used in obtaining data from the respondents which were subjected for content validity and reliability analysis. The data were analyzed using the Mean, Pearson-r, and Multiple Regression Analysis. The results revealed that the levels of transformational leadership was rated very high, school culture and professional commitment was also rated very high. Moreover, a significant relationship existed between these variables. A significant relationship between transformational leadership of school heads and professional commitment of teacher; and school culture and professional commitment of teachers was significant. A significant relationship between school culture and professional commitment of teachers was also significant. The extent of influence of predictor variables on teachers' efficacy was proven in the study.

Keywords:- Educational Management, Servant Leadership, Organizational Citizenship Behavior, Teachers' Efficacy, Philippines.

I. INTRODUCTION

Teachers are victims of the challenge of being labeled incompetent, lazy, incompetent, ineffective and unable to teach. On the other hand, professional misconduct among teachers is one of the key factors that hinder teacher engagement. Mkumbo (2012) identified several factors for poor performance in education.

Lack of commitment from teachers, problems attracting and retaining qualified teachers, low status of teachers, lack of career opportunities, administrative bottlenecks, rural school teachers neglected by authorities, Feeling unfairly treated. Irregular and constant disruption of academic programs due to staff strikes and political unrest (Yariv, 2015).

Effective teachers are notable predictors of effective performance and quality education attainment. Educational outcomes place high demands on educational commitment. When teachers are able to fulfill their professional teaching duties and achieve their educational goals (Mfaume & Bilinga, 2022). School leadership research finds that transformative approaches have positive effects on teachers. The essence of transformational leadership is a commitment to increasing member engagement by fostering organizational member growth and elevating goals. In contrast, transaction leaders achieve organizational goals without trying to motivate followers or increase organizational human resources (Loftus, Miller, and Burns).

Whittington, Goodwin & Murray (2004). Transformational leadership offers a stronger theoretical framework for interpreting principal behavior than competing frameworks such as educational leadership. This is because considering principals as transformational leaders encourages researchers to investigate workplace conditions that contribute to the outcomes of transformation initiatives. The professionalism of teachers is taken into account when making decisions at school. We also recognize the inability to identify the means and ends of teachers' actions (Leithwood, 1993). In this regard, researchers were asked to conduct a study to examine whether transformational leadership had a significant association with teachers' organizational behavior. I have not come across any research demonstrating a relationship between transformative leadership and teachers' organizational behavior in school. This study therefore fills a gap in the literature on the local environment. Furthermore, the results of this study could serve as a reference point for schools to improve the organizational behavior of teachers, making this study a socially relevant document.

II. REVIEW OF RELATED LITERATURE

➤ Transformational Leadership

Today, leadership is born out of the emergence of social life. Some get together and start a social life, influencing each other. Innovative leadership is achieved when leaders and followers motivate each other to achieve higher levels of motivation and morale. These leaders have better relationships with their bosses. They help organizations more than transaction leaders and create more value for them (Khorshid & Pashazadeh, 2014).

Transformational leadership, on the other hand, refers to leaders who seek to generate ideas and new perspectives to pave new avenues of growth and prosperity in front of their organizations. By cultivating commitment, passion, and loyalty in managers and employees, we mobilize members of the organization to make fundamental changes to the foundations and foundations of the organization, take new directions, and achieve higher ideals. prepare and acquire the skills necessary to Peak (Mirkamali, Vaezi & Tabar 2014).

Innovative leadership behaviors enable organizations to improve performance in turbulent and unpredictable environments. When the transformative leadership element complements other leadership behaviors, it can be a source of competitive advantage for an organization. Taking advantage of this competitive advantage can be an important aid in strategic competition and achieve higher profits in the short and long term. Indeed, without effective transformational leadership, organizations are less likely to face global economic challenges to achieve good and satisfactory performance (Dargahi, et al., 2014).

The first domain is charisma. Transformational leadership is a leadership style that can bring positive change to those who follow it. Transformational leaders are generally energetic, enthusiastic, and passionate. These leaders aren't just interested in and involved in the process. It also focuses on helping each member of the group succeed (Avolio, Walumbwa, and Weber, 2009). In the meantime, these leaders act as mentors and advisors, paying attention to personal development, learning, and addressing employee needs. They provide employees with a challenge, mission, vision, respect and trust and are role models for employees. They create an atmosphere of trust and motivate employees to go beyond their own interests and work for the organization (Khorshid & Pashazadeh, 2014).

The second domain is social change leadership. The principle of leadership development by personal example does not apply only to CEOs. This applies to all management levels. All great leaders want their people to grow and develop in the workplace. As we strive to improve, we may even encourage those around us to do the same (Antonakis, Fenley, & Liechti, 2011).

Furthermore, inspirational motivation refers to the leader's ability to inspire confidence, motivation, and purpose in his followers. A transformative leader must articulate a clear vision for the future, communicate expectations to the group, and demonstrate commitment to the goals set. This aspect of transformational leadership requires excellent communication skills. Leaders must deliver their messages with precision, power, and authority. Other important behaviors of a leader are his ability to demonstrate sustained optimism, enthusiasm, and a positive attitude (Hoffmeister, 2012).

The third domain is *vision*. Many studies revealed that the success of the school is based on the style leadership of a school principal. The characteristics and potentials of the

school head could be attributed by the kind of school he has. This means that a well-managed school is manifested by the tangible and intangible accomplishments of the school. If the school has a leader who has a clear vision and mission definitely the success follows because everything is in order. He can easily direct the teachers as well as the other internal and external stakeholders because he is equipped with the necessary skills and attitudes to run the school well (Lozano, 2012).

On the other hand, leaders who use inspirational motivation have high standards and expectations of their followers. They are optimistic about their followers' ability to achieve their goals and always give meaning to them by showing them the importance of all duties and responsibilities. This can encourage followers to put more effort into their tasks, be optimistic about the future, and invest in their skills (Dargahi et al. , 2014).

The fourth area is transactions. Transactional leadership, also known as managerial leadership, focuses on supervisory, organizational, and group performance roles. Transactional Her leadership is a style of leadership in which the leader encourages loyalty to followers through rewards and punishments. In contrast to transformational leadership, leaders who use a transactional approach do not attempt to change the future, but only maintain the status quo (Matzler, Bauer, & Mooradian, (2015)).

Transactional readers, on the other hand, work at the basic level that meets their needs, while transactional readers focus on the lower levels of the hierarchy. Transaction leaders use an exchange model where good work or positive results are rewarded. Conversely, people with this leadership style may punish bad work or bad results until the problem is resolved. One way transactional leadership focuses on lower-level needs is by emphasizing performance on specific tasks (Hargis, & Myers, 2017).

The sixth domain concerns professional values. Meanwhile, the fifth domain is delegated. A common way for organizations to provide potential leader development opportunities is to rotate job assignments. These tasks are often important to different departments throughout the organization and are usually valid for a specific period of time. The purpose of such assignments is to test managers' skills in turning latent, possibly latent, talent into actual talent (Azizi, Mobki, & Rezazadeh, 2016).

Additionally, delegation is another way to do it. Simply defined, it is the assignment of responsibility or authority to another person. It is a commonly used management tool by organizations around the world. 4 Delegation was conceived as a time management tool, a decision-making process 6, or a way to get others to do more, especially in the situations described at the beginning of this chapter. However, few authors see delegation as a way to develop and take employees to higher levels of skill and potential (Vos, et al., 2016). The final domain is execution. The school has improved with an effective leadership approach from the principal and his academic

coordinator, but it faces certain challenges. They shared different kinds of assignments, but their responses were in some way consistent with the students' tuition payments and academic learning. It reflects that late payment of fees impedes learning, as it becomes difficult to purchase with age (Javdani, Sadeh, & Verona, 2011).

In addition, facilitating acceptance of group goals is a leadership action designed to foster collaboration among her members of the school's leadership team and support them in working together toward a common goal. Providing individual support is defined as leadership behavior focused on respecting school leadership team members and being sensitive to their personal feelings and needs. Intellectual stimulation has been described as behavior that prompts members of a school's leadership team to rethink some assumptions about their work and how it can be performed (Abedi, Dykaar & Afshordi, 2017).

➤ *School Culture*

In many schools, teachers work in isolation, school Leadership in schools is not only the role of school leaders, but also the tendency to work with stakeholders to achieve common goals. School leadership and school culture can also be defined as nested processes. While school culture is built on the history and deep values of the school community, the fundamental role of leaders helps to replace and update school culture. This aspect of the relationship between school culture and leadership is associated with positive or negative cultural change (Waddle et al., 2019).

Individual goals are more likely to translate into shared goals in schools where there is participation and a strong culture. Because a strong organizational culture has a collective consciousness. Therefore, the consistency of a separately developed vision within an organizational culture is more important than who created this separate vision. The most important role of school leaders is to align the shared vision with the school culture. Shared visions and cultural coherence make visions more achievable and enable school leaders and their staff to move from vision to action (Durukan, Yuksel & Unalan, 2016).

The first area is collaborative leadership. Strengthening collaboration among school leaders can facilitate change in school climate and culture. Regular use of professional learning community processes can help drive continuous improvement while establishing a results-oriented culture that is professionally rewarding. The development of an improved culture of collaboration in schools is recognized in the existing literature as a product of the joint constituents of professional learning communities (Mohan, & Chand, 2019).

Schools where teachers have more control over important school-wide decisions and make class decisions show less student misconduct, more collaboration and cooperation between teachers and administrators, and more engaged and dedicated students. better staff and better retention of teachers (Ingersoll, May & Collins, 2017).

The second area concerns collaboration among teachers. Co-education, sometimes called co-education or team education, involves educators working together to lead, teach, and guide a group of students. Collaboration can occur across all educational levels and subject areas (Moehlman, et al., 2018).

Teachers are hungry for this shift in workplace culture. Her single teacher working in isolation is no longer a model for good teaching, but as in many other professional settings, teams of teachers work together to solve problems and help each other. Challenging and supporting must be the new normal. Referring to the concept of social capital, research notes the high value teachers of all abilities derive from collaboration and the extent to which teachers report doing it as a means of solving classroom problems. . 2 Indeed, students perform better in schools with higher levels of teacher collaboration (Torres, Jones & Renn, 2009).

The third area is professional development. The professional development area emphasizes the ideal that teachers value their personal appreciation of the teaching profession, their interest in professional development, and their continuous improvement as teachers. This domain has threads. Beach Teacher prides itself on the nobility of the teaching profession. Permanent teachers develop professional connections with their peers and enrich their teaching practice. Beach instructors reflect the extent to which professional development goals are achieved (Keough & Schmidt, 2012). No matter how good teacher training is, it can't be done

Teachers should be prepared for all the challenges they face throughout their careers. Therefore, the education system strives to provide in-service professional development opportunities for teachers in order to maintain high standards of education.

This demanded for a teacher development program that emphasized teaching effectiveness and student learning observed that teachers who are exposed to a teaching development program changed their teaching strategies and in effect increased the engagement rate of the students to the lesson (Torres, et al., 2019; Hickson, et al., 2012).

Next domain is on *unity of purpose*. The degree to which Teachers work towards the common mission of the school. "Teachers who are more committed to the values of their organization and its members are more likely to adopt teaching methods recommended by their organization, support their peers, and work harder to achieve their organization's goals (Free, et al. al., 2014).

A well-functioning school is one in which school leaders, especially principals, are able to manage a complex network of people focused on a common mission. In addition, the importance of the common goal of increasing empathy and building connections between adults in the school community, as well as addressing systemic issues to foster long-term personal and organizational change and

growth It is also important to be aware of where you need to be (Tuściak-Deliowska, 2017).

A fifth domain is sponsored by an organization. The degree to which teachers cooperate effectively. Her research shows that teachers who work together, plan and celebrate their achievements appear to have a positive impact on their overall perception of school culture. built. This has been a win-win for students and schools (Nazarova, 2022).

The next area is learning partnerships. A key component of building learning partnerships is helping students understand how they relate to scholars, who they are, and what the world means to them. Teachers need to indicate how relevant their lessons are, but it's up to the students to personalize the material (Blodget, 2016).

Seven domains are effectiveness factors. Effectiveness factors are beliefs that a teacher can work in an appropriate and effective way to achieve a particular goal. It exists in many areas of human functioning, including professional and personal behavior. Specifically, in the context of education, teacher effectiveness is a teacher's belief in her ability to plan lessons and achieve educational goals. In fact, it is teachers' belief in their ability to teach students efficiently and effectively (Hamby, 2016).

A teacher's organizational skills can make a better impression on the educational outcomes of student performance. Teacher effectiveness is a teacher's belief in an individual's ability to influence student performance and motivation. By enabling teachers to actively participate, teachers are aligned toward common goals and foster shared beliefs about their ability to work with students and make a difference (Durban & Catalan, 2012; Magno & Sembrano, 2009; Hallak, et al., 2000).

➤ *Professional Commitment*

Engaged teachers demonstrate a high level of planning and organization, are open to new ideas, are willing to try new methods to better meet the needs of their students, and are enthusiastic about teaching (Peterson 2002).

Similarly, Mart (2013) found engagement to be a critical component of successful education. Dedicated teachers care about their students' development and are serious about how they secure their income. They encourage students' curiosity and interest in learning. Demonstrating a student's commitment to learning is an important factor in motivating them. Dedicated teachers recognize their responsibilities to their students and strive to fulfill them. Dedicated teachers' loyalty to their profession is one of their outstanding characteristics. In general, teachers who are dedicated to their profession and to their students and their learning play an important role in the development of their students (Mwesiga & Okendo, 2018).

In addition, a committed teacher is an adviser and adviser on student behavior, a democratic facilitator of classroom learning, well-trained in subject areas, confident in school activities, Always Teaching Learning Plans

(Lepper, Corpus, & Iyengar, 2005). This is further explained by Hopkins & Reynolds (2001). A high level and dedicated teacher contributes greatly to the academic success of a student. The first domain is emotional commitment. Teachers' commitment to efficiency, productivity and effectiveness in teaching and learning leads to better test results in schools and higher learner pass rates. This suggests that schools that seek to retain teachers by building strong organizational commitment are more likely to reap the benefits of a more engaged, motivated, punctual, and trustworthy faculty (Honey, et al., 2014).

On the other hand, professional misconduct among teachers is one of the key factors that hinder teacher engagement. The teaching profession is discipline-based as an important aspect of a teacher's professional responsibilities and requires appropriate behavior both inside and outside the classroom. For example, in Tanzania's Code of Conduct for Teachers, URT's Education Act No. 8 of 2002 (URT, 2003).

A teaching methodology used by teachers to avoid misconception on the topic presented to learners where there is a goal to achieve and that is to attain learners passing rate. The embodiment, but is not restricted to, such behaviors as clearing up course goals and reviewing and shortening course material. Similarly, most faculty in our study identified teaching clarity behaviors as significant in their courses with the least significant behavior to faculty, with the use of teaching strategies to accommodate different way of learner's learning, still being reported as extremely or very important by more than 85 percent of the faculty in the sample (Sezgin, et al., 2017).

➤ *Correlation between Measures*

There is a significant connection between the three Variables that school leaders' transformational leadership and school culture function as predictors of teachers' professional engagement

Professional identity as a teacher is generally related to how transformative leadership influences a teacher's organizational commitment. Organizational commitment is defined by Omolayo and Owolabi (2007) in her three dimensions: identification with organizational values and goals, willingness to work for the organization, and commitment to stay with the organization.

School leadership research has found that transformative approaches have positive effects on teachers. The essence of transformational leadership is a dedication to fostering organizational member growth and increasing member engagement by elevating goals. In contrast, transaction leaders achieve organizational goals without trying to increase the motivation of followers or the human resources of the organization (Khanin, 2007).

A teacher who puts organizational goals aside and puts personal goals ahead of him ends up acting like a stranger. They exhibit low commitment and dishonesty to organizational goals. Teachers who work with integrity and diligence achieve organizational goals. School culture is

therefore influenced by the honesty and dedication of teachers (Maslowski, 2001).

Khasawneh, Omari, and Abu-Tineh (2012) found that transformative leadership works with teachers in developing, embracing, and pursuing common high-level goals that fit into the overall context of public education policy adaptation. It claims to play a uniting role among school leaders. Teachers are emotionally committed to the school's goals, when the leader encourages discussion and deliberately promotes cooperation towards the implementation of the goals, providing constructive feedback on an equal basis, and taking into account the personality and needs of teachers.

A transformational leader shows his or concern to understand diversity, in order to be able to earn the teacher's trust and commitment, as well as motivate him or her to change and improve his or her teaching work through cooperation, always focusing on the implementation of challenging yet feasible goals (Eliophotou & Ioannou, 2016, Leithwood, Jantzi, & Steinbach, 1999).

Previous research has found that transformational leadership has a large effect on organizational commitment (Henkin & Holliman, 2009; Koh, Steers, & Terborg, 1995; Nguni, Slegers, & Denessen, 2006) Transformational leadership is also a contributor to a closely related concept, organizational citizenship that refers to an individual's willingness to go beyond the formal requirements of the job to engage in productive functions that enhance organizational effectiveness.

Burnham (2007) stated that school culture is the personality of the school, then a quality school culture will be able to show the level of interactions among school community, management and leadership involved, principles and rules that are foundation to the school constitutions, character and student outcomes

The introductory presentation and discussion of various literature had helped bring into focus the importance of transformational leadership of school heads and school culture as predictor of professional commitment of teachers. The literature presented had also helped the researcher realize that transformational leadership of school heads and school culture has a significant influence on their professional commitment of teachers.

III. MATERIALS AND METHODS

The study used the quantitative non-experimental method of research design employing the correlational technique. The quantitative non-experimental research method was used in this study because it is the nature of a situation as it exists at the time of study and it explores the causes of a particular phenomenon, in which data gathered in the level of the integration is correlated with the findings as to the relations of two variables, i.e., transformational leadership of school heads and school culture as predictor of

professional commitment of teachers (Johnson, Christensen, & Kagermann, 2008).

Furthermore, the descriptive survey is valuable in proving facts upon which scientific judgments may be based. It provides essential knowledge about the nature of objects and persons and also plays a large part in the development of instruments for the measurements of various things, with the suitable data gathering instruments. The descriptive-correlational survey method was appropriate for the present investigation for it dealt with the description and determination of both independent and dependent variables (Creswell, & Garrett, 2008).

The results were specific to the situation of a public primary school in Caraga District, Davao Oriental. The general applicability of the results was limited by scope and sample, so although there may be similarities, the results may not have general applicability to other systems. Shown in Figure 2 is a map of the Philippines consisting of 17 regions with the municipality of Caraga District, Davao Oriental Province, located in region XI. It also presents an area map for respondents where Caraga District Public Elementary School, Davao Oriental Caraga was the primary municipality of Davao Oriental Province.

Philippines. The community is located 254 kilometers (158 miles) from Davao City, the regional center of Region XI, and 84 kilometers (52 miles) from Mati, the capital of Davao Oriental on Mindanao. It is located on the eastern coast of the state facing the Pacific Ocean. It is bordered by Baganga City to the north, Manai City to the south, New Bataan City in Compostela Valley to the west, and the Pacific Ocean to the east. Busan Point in Barangay Santiago is the easternmost point of the Philippines. Respondents were located in Caraga Davao Oriental.

Respondents for this survey are randomly sampled using Slovin's formula. The study included 217 teachers in the Caraga Davao Oriental District. Below are survey respondents who from 2021 he was a public primary school teacher in Caraga Davao Oriental, a division of Davao Oriental for the 2022 school year. The distribution of respondents was as follows:

School A: 50, School B: 27, School C: 13, School D: 32, School E: 19, School F: 21, School G: 29, School H: 19, School I: 27, School J: 29. Subject to a survey of a total of 266 respondents.

In addition, researchers considered inclusion and exclusion criteria when selecting study respondents. The teacher interviewed is a regular teacher at a public elementary school in the Caraga district, whose company number is held by the Ministry of Education. The teacher has agreed to submit and has received permission from the principal to submit to the survey to be conducted. Teachers who voluntarily consented to informed consent were included in the study, and teachers who explicitly stated no consent were excluded from the study. In addition, researchers will take into account teachers who have

decided to withdraw or withdraw during the actual administration of the survey questionnaire.

Her 300 teachers, one elementary school and 15 teachers were surveyed. 37 from B elementary school, 19 from C elementary school, 11 from D elementary school, 16 from E elementary school, 12 from F elementary school, 9 from G elementary school, 12 from F elementary school, Ten teachers from H Elementary School participated. , 10 students, I elementary school, 10 students, J elementary school, 9 students, K elementary school, 9 students, L elementary school, M elementary school, 19 students, N elementary school, 9 students, O elementary school, 15 students, P elementary school, Q elementary school, 7 students, R elementary school 24, S elementary school 16, T elementary school 16, U elementary school 9, V elementary school 9. In addition, researchers considered inclusion and exclusion criteria when selecting.

This instrument was presented to the panel of examiners then to the group of experts for validation of the items. The comments of experts shall be properly taken and incorporated in the finalization of the said instrument. The questionnaire used in the study was validated by the experts. It gained an over-all rating of 4,00 or very good. After the validation and modification, the experts approved the instrument. The questionnaire was Contextualized and adapted to the respondent's level. Before conducting the actual survey, the researchers conducted a preliminary background-check survey of her 50 respondents. provisional date Collected data underwent validation testing based on internal consistency. Cronbach Alpha. A 101-item reliability test resulted in a value of 0.941 for the first independent variable, a value of 0.877 for the second independent variable, and a Cronbach alpha of 921 for the dependent variable. Changes are made to check the validity of the survey.

First, the researcher's adviser created a duly signed request letter to the Davao Eastern Directorate via her Gmail and Google Drive, allowing the researcher to conduct a survey among various public primary school teachers in Caraga South District. I made it possible. Department of Davao Oriental.

In addition, the researchers sent another letter to each school teacher in the Caraga South district asking them to conduct a survey. The researchers asked the principal of the school for permission to distribute the survey questionnaire to each teacher. After the application was approved, an investigation was conducted. Three school district teacher educators and one former teacher were surveyed and commented on its content and structure. For scheduling reasons, the survey was distributed simultaneously to her 303 teachers in her 13 schools in San Isidro. The teacher's email address was taken from her school's website. The schools selected are a representative sample of different levels of primary school. Each teacher received an email inviting them to participate. The survey was personalized by emailing each participant a link enabling them to participate in the survey. If teachers did not wish to participate, they

were asked to reply to the email and provide their reasons for not participating, their age, gender, and total years of teaching experience. A teacher who did not respond or only partially completed the measure received her email reminder two weeks later. Of her 303 teachers contacted, 300 participated in the survey. Finally, researchers counted and tabulated all the data collected from the respondents for statistical analysis. Statistical results were analyzed and interpreted.

A statistical tool that researchers use to analyze and interpret data is the average value calculated by assigning a value to the data. It will be used to answer questions 1, 2, and 3. This tool is also used to establish innovative leadership, school culture and professional engagement. Pearson r measured the levels of her two variables divided by the product of the standard deviations. It is also used to measure the degree of relationship between independent variables and subvariables (innovative leadership and school culture) and dependent variables (professional involvement). Determine which areas of innovative leadership and school culture most influence professional engagement. and reinforce the results achieved.

IV. RESULTS AND DISCUSSION

The presentation, analysis and interpretation of the acquired data are depicted in this part of the paper based on the research objectives of this study.

The flow of presentation on the stated topic is as follows: level of transformational leadership, level of school culture, and level of professional commitment, correlation between professional identity and teacher behavior.; correlation between teamwork skills and teacher behavior.

Table 1 Level of Transformational Leadership

Shown in Table 1 are the average scores for the indicators of transformational leadership; with an overall mean of 4.37 described as very high with a standard deviation of 0.33. The very high level could be attributed to the equally very high rating given by the respondents. The cited overall mean score was the result gathered from the computed mean scores of its indicators. It could be gleaned from the data that the indicator with the highest mean rating of 4.50 or very high is- transactional. In contrast, indicator with the lowest mean rating of 4.36 still very high is social.

There is very high level of transformational leadership since the school heads portrayed a high rating on social; vision; transactional; delegation; and execution. School heads have a clear vision that they are able to articulate to followers. These leaders are also able to help followers experience the same passion and motivation to fulfill these goals Likewise, the school heads, take seriously of responsibility for coaching and mentoring others and working in the manner that they want. This assumption is parallel with the study of Dargahi, et al., (2014). A new family of modular multilevel converter based on modified flying-capacitor multicell converters. IEEE Transactions on

Power Electronics, 30(1), 138-147. (2014) said that leaders who use inspirational motivation have high standards and expectation for their followers. They are optimistic about follower ability to meet goals and they always provide meaning to their followers through showing the importance of all duties and responsibilities. In fact, they are able to

motivate their followers to have a strong sense of purpose so they provide purpose and meaning to drive their group forward. This encourages followers to invest more effort in their tasks and to be optimistic about the future and to invest in their own abilities (Khorshid, & Pashazadeh, 2014; Leone, Minutti-Meza, & Wasley, 2019).

Table 1 Transformational Leadership

Indicators	SD	Mean	Descriptive Level
Charisma	0.41	4.37	High
Social	0.41	4.36	Very High
Vision	0.45	4.30	Very High
Transactional	0.48	4.50	Very High
Delegation	0.45	4.41	Very High
Execution	0.43	4.29	Very High
Overall	0.33	4.37	Very High

➤ Level of School Culture

The second objective was to determine the level of school culture which was measured through a survey questionnaire with the following indicators: collaborative leadership, teacher collaboration, and professional development, unity of purpose, collegial support, learning partnership, and efficacy factor. Shown in Table 2 are the data on the level of school culture. Computations yield a grand mean of 4.43 or *high* with a standard deviation of 0.18 and this indicates that the school culture is always manifested. It could be gleaned from the data that the indicator with the highest mean rating of 4.63 or very high is *professional development*. In contrast, indicator with the lowest mean rating of 4.36 or still *high* is *collegial support*.

Descriptive analysis showed that school culture was at a very high level. This can be attributed to the very high ratings for all indicators. This means that the teacher's duty is not only to impart knowledge, but also to impart the values of emotional and spiritual socio-cultural education or upbringing in the educational process. As agents of change, the mindsets and holistic values necessary for education are discussed in Bingham et al. (2011). He argues that trust in teachers' professional judgment should empower teachers in decision-making.

Table 2 School Culture

Indicators	Mean	SD	Descriptive Level
Clarity	0.440	4.37	Very High
Enthusiasm	0.388	4.17	High
Interaction	0.382	4.29	Very High
Organization	0.445	4.32	Very High
Pacing	0.366	3.89	High
Disclosure	0.446	4.45	Very High
Speech	0.345	3.81	High
Rapport	0.459	4.40	Very High
Overall	0.289	4.21	Very High

➤ Level of Professional Commitment

The third objective was to determine the level of professional commitment which was measured through a survey questionnaire with the following indicators: *affective professional commitment (APC)*, *continuance professional commitment (CPC)*, and *normative professional commitment*. Shown in Table 3 are the data on the level of professional commitment. Computations yield a grand mean of 4.46 or very *high* with a standard deviation of 0.29 and this indicates that the professional commitment is always manifested. It could be gleaned from the data that the indicator with the highest mean rating of 4.64 or very high is *affective professional commitment*. In contrast, indicator with the lowest mean rating of 4.15 or still very high is *continuance professional commitment*.

The very high level of professional commitment is due to the Respondents rated the importance of Affective Professional Commitment (APC), Continuance Professional Commitment (CPC), and Prescriptive Professional Commitment very highly. Teachers play an important role in fostering a sense of belonging in their students. Students are more likely to accept their teachers' academic and social values when they perceive them to be caring and accepting. Furthermore, this result is consistent with Karluki, et al., (2014), who demonstrate that teachers who demonstrate a strong desire to achieve lesson objectives are more I am sure you will learn. Knowledge (Green, et al., 2010). According to Nwosu (2012), such dedicated teachers are likely to develop sustained energy and effort. (Malik, et al., 2013) argue that engagement can also be a fundamental source of motivation. Edo Public Schools therefore benefited the most from the dedication of their teachers.

Table 3 Professional Commitment

Indicators	SD	Mean	Descriptive Level
Affective Professional Commitment	0.28	4.64	Very High
Continuance Professional Commitment	0.58	4.15	High
Normative Professional Commitment	0.26	4.59	Very High
Overall	0.29	4.46	Very High

- *Significance on the Relationship between Transformational Leadership and Professional Commitment*

Table 4 shows the results of the relationship test between transformation leaders. This has a lot to do with their level of professional commitment. This relationship was tested at the 0.05 significance level. Notably, there was a significant positive correlation between all measures of transformational leadership and professional commitment, as indicated by p-values less than 0.05.

When all indicators transformational leadership is correlated with the indicators of learning style with the all of the R values where greater than $p < 0.05$ significant level hence, significant. When *charisma correlated* with overall indicators of professional commitment with the r value of .248 and a place value of $p < 0.05$, which is less than the 0.05 level of significance set in this study, hence significant except affective commitment.

When *execution is correlated* with overall indicators of professional commitment with the r value of .234 and a place value of $p < 0.05$, which is less than the 0.05 level of significance set in this study, hence, significant. except affective commitment.

Current research shows that there is an important link between the transformational leadership of school leaders and the professional engagement of teachers. This means that the transformative leadership of school leaders has a significant impact on teachers' professional engagement, as evidenced by the data. This supports research by Transformational Her (Khanin, 2007), who said that leadership is about fostering the growth of organizational members and devoting them to increasing their commitment by raising their goals. Transactional leaders, by contrast, achieve organizational goals without trying to increase the motivation of followers or the human resources of the organization.

Table 4 Significance of the Relationship between the Transformational Leadership and Professional Commitment

Transformational Leadership	Professional Commitment			
	Affective Professional Commitment	Continuance Professional Commitment	Normative Professional Commitment	Overall
Charisma	-.045 (0.441)	.337* (0.000)	.115* (0.000)	.248* (0.000)
Social	-.001 (0.981)	.288* (0.000)	.088 (0.127)	.221* (0.000)
Vision	.017 (0.765)	.250* (0.000)	.130* (0.025)	.215* (0.000)
Transactional	.051 (0.383)	.313* (0.000)	.182* (0.002)	.284* (0.000)
Delegation	.124* (0.032)	.230* (0.000)	.176* (0.002)	.250* (0.000)
Execution	.055 (0.344)	.242* (0.000)	.169* (0.000)	.234* (0.000)
Overall	.048 (0.409)	.366* (0.000)	.192* (0.001)	.322* (0.000)

- *Significance on the Influence of School Culture and Professional Commitment*

Illustrated in Table 5 is the result of the test of relationship between School culture and professional commitment. Results indicate that overall values reveal a positive and significant relationship between school culture and professional commitment. Overall scores reflect that school culture is positively correlated with work engagement. 0.01, reject the null hypothesis. Therefore, there is a positive association between the two variables.

Collaborative leadership correlated with overall professional engagement had an r value of 0.083 and a scale value of $p=0.154$, which is not significant as it is greater than the significance level of 0.05 specified in this study. If teacher collaboration is correlated with overall professional engagement, the r-value is 0.059 and the scale value is $p=0.307$, which is greater than the significance level of 0.05 specified in this study, indicating that emotional professionalism Not significant except for engagement and continued professional involvement. Therefore, professional commitment is important.

A correlation test between school culture and professional commitment revealed a significant correlation between school culture and professional commitment. This means that school culture correlates with professional engagement. This result is consistent with Barnum's (2007) finding that school culture is the personality of the school, and that a high-quality school culture reflects the level of interaction between the school community, administrators and leadership, principles and teaching. can be increased. Relevant rules to point out the school's constitution, character, and the basis of student performance.

Table 5 Significance Influence of Professional Identity on Teacher Behavior

School Culture	Professional Commitment			
	Affective Professional Commitment	Continuance Professional Commitment	Normative Professional Commitment	Overall
Collaborative Leadership	.042 (0.468)	.088 (0.129)	.031 (0.592)	.083 (0.154)
Teacher Collaboration	.185* (0.001)	-.167* (0.004)	-.023 (0.693)	-.059 (0.307)
Professional Development	-.138* (0.017)	.033 (0.575)	-.101 (0.082)	-.053 (0.359)
Unity of Purpose	.266* (0.000)	-.137* (0.018)	.058 (0.319)	.013 (0.824)
Collegial Support	-.041 (0.477)	.605* (0.000)	.135* (0.019)	.439* (0.000)
Learning Partnership	-.128* (0.027)	.566* (0.000)	.121* (0.037)	.380* (0.000)
Efficacy Factor	.069 (0.235)	.676* (0.000)	.278* (0.000)	.567* (0.000)
Overall	.083 (0.151)	.469* (0.000)	.143* (0.013)	.390* (0.000)

- *The extent of Influence of Predictor Variables on*
- *Professional Commitment*

Data shown in Table 6 is the regression coefficients to test the significant influence of the overall transformational leadership of school heads and school culture on professional commitment of teachers. Using the regression analysis, the data revealed that the overall transformational leadership of school heads and school culture significantly influence professional commitment of teachers since the probability value is $p < 0.01$. The R2 value of .186 implies that 18.6 percent of the variance of transformational leadership of school heads and school culture can be attributed to the variance of work engagement of teachers while the remaining 81.4 percent were attributed to other factors not covered by the study. However, political of school culture emerged as a significant predictor of professional commitment of teachers, with the highest beta-coefficients of .311.

The significance on the influence of the variables to professional commitment disclosed that transformational leadership with indicators such as charisma, social, vision, transactional, delegation and execution influences professional commitment. On the other hand, on school culture is a good predictor of professional commitment specifically with the indicators such as collaborative leadership, teacher collaboration, and professional development, unity of purpose, collegial support, learning partnership, and efficacy factor. Evidently, the findings support the conceptual analysis of Sheppard, Hurley, and Dibbon (2010) teachers tended to improve morale and motivation through school culture that encourages the development of teacher leadership. In the same token, the study supports the pronouncement Sultan & van de Bunt-Kokhuis (2014) who said that that transformational leadership executed by the principals supports to a greater extent positive effect on the teachers rather than transactional leadership and to contribute positive school culture and strengthening of organizational change process of the educational institutions.

Table 6 The extent of Influence of Predictor Variables on Professional Commitment

Professional Commitment (Dependent Variables)				
Independent Variables	β (Standardized Coefficients)	B (Unstandardized Coefficients)	t	Sig.
Constant	1.465	.380	3.850	.000
Transformational Leadership (TL)	.199	.173	3.480	.001
School Culture (SC)	.311	.505	5.457	.000
R	.431			
R²	.186			
F	33.835			
p	.000			

RECOMMENDATIONS

In the light of the foregoing findings and conclusion, the following recommendations are offered. It is, hence, recommended that the Department of Education may implement programs or at least conduct refreshing seminar or workshop that would enhance the commitment of teachers. Furthermore, to improve commitment of teacher's school heads provide coherent, career-long appropriate and relevant learning opportunities, through which every teacher can acquire and develop strategies they need. The significant relationship recommended that the policymakers, particularly the officials from the Department of Education, review and revisit their existing educational policies to find out if they address the demands and challenges of being a 21st-century educator, mainly focusing on how to heighten teachers' classroom management strategies, hence, also improving their teaching competence. The reality behind successful organizational change is an understanding of the proposed leadership style, the positive impact that leadership style has on its advocates, when and how interventions are planned, communicated and implemented, and a strong depends on the school culture.

The critical relationship between transformative leadership by school leaders and professional engagement by teachers. It suggests that teachers can be trained to raise their awareness of the development of transformative leadership and teacher engagement.

Teachers can further improve their transformative leadership to influence school culture, as the results demonstrate important relationships. In particular, aspiring kindergarten and elementary school teachers can be trained to be good role models for future students. We need to empower teachers through school culture.

However, it should be recognized that the school environment and teacher turnover significantly influence leadership characteristics depending on the school environment.

It is recommended to publish maps of principal leadership, organizational change and school culture levels relative to school type and region, and to design training programs to build institutional change management capacity.

V. CONCLUSION

The foregoing findings and conclusions give way to these recommendations. Consequently, the domains of transformational leadership also displayed results of very high in the transformational leadership of school heads which focuses on charisma, social, vision, transactional, delegation and execution. The school culture may sustain the very high level. This is important for school administrators, who play a key role. Intended to provide an overview of the role of institutions in all stages of organizational change, the creation of a positive school climate and the maintenance of a strong school culture, and the leadership styles of school management in successfully managing and sustaining organizational change. And Professional commitment is also very high, especially in Affective Professional Commitment (APC), Continuing Professional Commitment (CPC), and Normative Professional Commitment.

There is an important link between the innovative leadership of school leaders and the professional involvement of teachers. There is also an important link between school culture and teachers' professional involvement. This is consistent with research by Leithwood & Sun (2012), who hypothesized that both styles of leadership exhibited by school leaders in school settings have positive effects on followers.

Moreover, school culture is best predictors of professional commitment.

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