Leadership Styles and Organizational Commitment of Public Secondary School Principals in the Division of Parañaque City
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Abstract: This study aimed to determine the relationship of leadership styles and organizational commitment of the public secondary school principals in the Division of Parañaque City. Utilizing a five-point rating scale (Likert conversion scale), a hard copy of survey questionnaires were sent to the principals, department heads/coordinators and teachers with three years of experience in the Division of Parañaque City. Descriptive statistics, frequency count, percentage, weighted mean, standard deviation and coefficient of variation, t-Test for Independent Sample, Friedman Analysis of Variance and Pearson-product moment of coefficient of correlations with t-test of significance were used for data analysis. The study revealed that both the department heads/coordinators and teachers assessed their respective principals as “likely” to be affiliative, democratic, pacesetting and coaching as leaders. However, teachers rate their superiors' affiliative leadership higher than that of the department heads/coordinators. The two respondent groups differ in their assessments of the principals' level of the remaining leadership styles. While the department heads/coordinators regard their superiors as “somewhat likely” coercive and authoritative as leaders, the survey conveyed that their principals manifest these leadership styles. As to the organizational commitment of the principals, 10 of the 15 of them assessed by the two groups of respondents as committed to their respective organizations to a great extent. Four of their colleagues were considered committed to a very great extent, and the remaining 1 principal was rated committed to a moderate extent. With regard to the leadership style and organizational commitment of the principals, the level of significance revealed that there is no significant relationship between the level of coercive leadership of the principals and their personal – related commitment to the organization. Work – related organizational commitment was, however, found to be related significantly to the principals' level of authoritative, affiliative, democratic, pacesetting, and coaching leadership styles. Overall organizational commitment, like each of the two commitment domains, is significantly related to the principals' level of five leadership styles.

I. INTRODUCTION

Educational leadership has become a priority in education policy agendas internationally. It plays a vital role in improving school outcomes by influencing the capabilities of teachers, as well as the school climate and environment. Effective school leadership is vitally considered to improve the efficiency and equity of schooling. The Department of Education and its officials are seeking to adapt our education systems to the needs of contemporary society, and the changing expectations for schools and school leaders. The school current practices have moved towards decentralization, making our schools more autonomous in their decision making and holding them more accountable for results thus it demands a good quality of leadership. Leadership is an incremental component that centers around the existence, survival and functioning of any group or organization. In every organization, interest in leadership always exists because of many reasons which the researcher also believes in. First, it is a skill that tends to develop and needs continuous progression. Second, cultivating leadership is also important for people who are developing professional competencies. (UCDavis, 2015) Lastly, leadership competency is not innate in nature but it can be honed. On the other hand, in organizational commitment many have been made in the popular press about the advantages of having committed workforce. But we need to examine the research evidence linking commitment to various forms of employee behavior including that of organizational expectations. Although the focus of an individual's work commitment may be on any one of several entities (e.g., the work group, the occupation, the organization), the emphasis in this research study is on commitment to the organization—in particular, whether employees or administrators who are strongly committed to their organizations differ from those with weak commitment in terms of turnover, attendance at work, and job performance and whether organizational commitment has implications for both the employees
and organizational well-being. In order to keep our workforce continuously working with greater motivation, we can think of justifiable ways and means in order to prevent them from stagnation in the ranks, hence we take on the challenges of upgrading their competency skills and capabilities by pursuing advance studies to further make themselves more competent and competitive in the profession.

II. RESEARCH METHODS

The research utilized the descriptive method with the questionnaire checklist as the main tool for the collection of data. A descriptive method is a study designed to depict the participants in an accurate way (Devin Kowalczyk, 2015). This study has determined the Leadership Styles and Organizational Commitment of the public secondary school Principals in the Division of Paranaque City. It has also determined whether or not there exists a significant relationship between the Principals' Leadership Style and Organizational Commitment of Public Secondary Schools in the Division of Paranaque City.

The respondents involved in this study were the Public Secondary School Principals, Department Heads/Coordinators and the selected Public Secondary School Teachers of the fifteen secondary schools in the Division of Paranaque City. The respondents involved in this study were the Public Secondary School Principals, Department Heads/Coordinators and the selected Public Secondary School Teachers of the fifteen secondary schools in the Division of Paranaque City.

III. RESULTS AND DISCUSSION

This study aimed to determine the relationship of leadership style and organizational commitment of the public secondary school principals in the Division of Paranaque City.

Specifically, it sought to answer the following questions:

1. How do the respondent – school department heads/coordinators and secondary school teachers assess the secondary school principals' leadership styles in terms of Coercive style, Authoritative style; Democratic style; Pacesetting style; and Coaching style?
2. Is there a significant difference in the assessments by the two types of respondents of the leadership styles of principals?
3. To what extent is the organizational commitment of the secondary school principals as assessed by the two types of respondents with regard to:
   a. Personal-related Commitment; and
   b. Work-related Commitment?
4. Is there a significant difference in the assessments by the two types of respondents on the extent of the principals' organizational commitment?

5. Is there a significant relationship between the leadership styles and organizational commitment of the secondary school principals?

In order to answer the research problems posed and to accomplish the main objectives of this study, the researcher utilized the descriptive method of study. A questionnaire with three (3) parts was designed to gather the data needed for the study. Part 1 is on the demographic profile of the public secondary school department heads/coordinators and teachers. Part 2 instructs the respondents to assess their superiors' leadership styles on a 5-point likert scale. Finally, the third part which also made use of likert consists of two separate sets of items with which the respondents are to rate the personal – related and work – related organizational commitment of their principals.

The following statistical tools and techniques were used to ensure valid and systematic presentation, analysis and interpretation of data: frequency count, percentage, weighted mean, standard deviation and coefficient of variation, t-test for Independent Samples, Friedman Analysis of Variance, and Pearson Product Moment Coefficient of Correlation with t-test of significance. All tests of difference and relationship determined the significance at 0.05 alpha.

Summary of Findings

This part presents a synthesis of the results of the study.

1. Respondents’ Assessments of the Secondary School Principals’ Leadership Styles

Both the department heads/coordinators and teachers assessed their respective principals as “likely” to be affiliative, democratic, pacesetting and coaching as leaders. However, the mean rating by the teachers of their superiors' affiliative leadership, WM = 3.77, is slightly higher than that of the department heads/coordinators, which is WM = 3.50, while the latter gave higher ratings for the principals' democratic, pacesetting and coaching styles as evidenced in the weighted means of 4.17, 3.91 and 4.02 which were higher than the teachers' posted mean ratings of 3.94, 3.83 and 3.89. The two respondent groups differ in their assessments of the principals' level of the remaining leadership styles. While the department heads/coordinators regard their superiors as just somewhat likely coercive and authoritative as leaders, as indicated in WM = 3.37 and WM = 3.46, the teachers' posted ratings of WM = 3.59 and WM = 3.74 convey that their principals likely manifest these leadership styles. Combined ratings of the two groups of respondents describe the principals as likely coercive, authoritative, affiliative, democratic, pacesetting and
coaching as leaders. This may be inferred from the respective weighted means of 3.56, 3.69, 3.73, 3.98, 3.84, and 3.97 derived from the ratings of all 275 respondents.

Profile of the secondary school principals was also made according to the level of their leadership styles. Of the 15 principals assessed, 9 or 60% were regarded as likely coercive leaders and 6 or 40 percent as somewhat likely. Twelve of them, or 80%, were described as likely authoritative and 3 or 20% as somewhat likely. This is also the percentage distribution for principals who were likely and somewhat likely to be affiliative.

Three principals or 20% were assessed as most likely to have democratic leadership style, while 11 or 73.33% and 1 or 6.67% of their colleagues were considered likely and somewhat likely to have this style.

Two principals, or 13.33%, were considered “most likely” pacesetters, while 9 or 60% and 4 or 26.67% were described “likely” and “somewhat likely” respectively.

One or 6.67% was assessed as a most likely coaching leader, and twelve of his/her colleagues, or 80%, were rated “likely”. The remaining 2 principals, or 13.33%, were just somewhat likely coaching leaders.

2. Significance of Difference between the Assessments by the Department Heads/Coordinators and Teachers of the Leadership Styles of Principals

The differences in the ratings by the department heads/coordinators and teachers were found to be statistically insignificant. Substantiating this are the computed t-values of 1.02 for coercive, 1.53 for authoritative, 1.40 for affiliative, 1.60 for democratic, 0.48 for pacesetting, and 0.92 for coaching leadership styles which were all less than the critical value of 1.96 at 273 degrees of freedom and 0.05 level of significance.

There is, therefore, no significant difference between the two groups' assessments of the six leadership styles of the secondary school principals. The null hypothesis stating the same is, thus, accepted.

3. Extent of the Organizational Commitment of the Secondary School Principals as Assessed by the Department Heads/Coordinators and Teachers

Both groups' mean ratings of their superiors in all the given eight indicators of personal-related commitment to the organization describe the latter as “committed to a great extent.” The department heads/coordinators posted an overall rating of 4.46 while the teachers gave 4.14. The individual total ratings of all 275 respondents yielded a mean rating of 4.20.

Combined ratings identifies being highly interested to produce graduates who can be an asset to the school and pride to the community, with the highest mean of 4.34 obtained, as the best personal-related commitment attribute of the principals. Coming in second was their genuine care about the credibility and goodwill of the school, which acquired a mean rating of 4.24. It was followed by two attributes, sharing the best practices of the school with friends and co-workers, which both obtained a weighted mean of 4.22.

Profile of the secondary school principals according to the level of their personal-related commitment to the organization was made based on weighted mean ratings.

Assessed as committed to a great extent were 9 of the 15 principals rated, or 60%, while 5 or 33.33% were regarded by their subordinates as committed to a very great extent. Only 1 principal, or 6.67%, was assessed “moderate” in showing commitment to the organization based on his/her personal attitude and behavior shown.

The overall weighted mean of 4.30 indicates that most of the secondary school principals were assessed by their subordinates as committed to their work in the school organization.

The mean ratings of both respondent groups of their superiors in all the given eight indicators of work-related commitment to the organization convey the latter as “committed to a great extent.”

Putting in a great effort beyond what is normally expected to help the school to become successful, with the highest mean of 4.29 acquired, is the best commitment to work attribute of the principals. It was followed by being able to adjust and perform well in whatever type of school assigned which obtained a mean rating of 4.21 and following school rules and regulations and serving the best interest of the school personnel which acquired a mean of 4.18.

On the whole, the 46 department heads/coordinators and 229 teachers posted composite means of 4.38 and 4.13 respectively, indicating their assent that their principals' organizational commitment relative to work related commitment is to a great extent. This is corroborated in the mean rating of 4.17 obtained from the individual responses of all 275 respondents.

A profile of the secondary school principals according to the level of their work-related commitment to the organization was also made.

Eleven of the 15 principals assessed, or 73.33%, were
regarded as committed to a great extent, while 3 or 20% were considered by their subordinates as committed to a very great extent. Only 1 principal, or 6.67%, was assessed “moderate” in showing commitment to the organization based on his/her work attitude and behavior shown.

The mean of 4.27 indicates that, overall, most of the secondary school principals were assessed by their subordinates as committed to their school organizations relative to work-related commitment. With regard to the overall organizational commitment of the principals, 10 of the 15 of them assessed as assessed, or 66.67%, were regarded by the two groups of respondents as committed to their respective organizations to a great extent. Four of their colleagues, or 26.67%, were considered committed to a very great extent, and the remaining 1 principal, or 6.67%, was rated committed to a moderate extent.

Based on WM = 4.29, the average level of the overall organization commitment of the 15 principals, their subordinates regard them as committed to their organization to a great extent.

4. Significance of Difference between the Assessments by the Department Heads/Coordinators and Teachers of the Extent of the Principals' Organizational Commitment

There is a significant difference in the assessments by the two groups of the personal-related organizational commitment of the principals. Corroborating this is the computed Friedman ANOVA of 8.0 which exceeded the critical value of 3.84 at 1 degree of freedom and 0.05 level of significance. The mean of 4.46 posted by the department heads/coordinators and of 4.14 by the teachers further reveal that the former gave the principals a higher rating in personal-related commitment than the teachers.

The null hypothesis stating an insignificant difference in the assessments of the two respondent groups is, thus, rejected.

There is a significant difference between the assessments by the department heads/coordinators and teachers of the principals' work-related commitment to their school organizations. Substantiating this is the computed Friedman ANOVA of 8.0 which satisfied the tabular value of 3.84 at 1 degree of freedom and 5% alpha. Results are exactly the same as the preceding finding because both data have the same ranks of the ratings of the two respondent groups. Overall mean ratings of 4.38 and 4.13 posted by the department heads/coordinators and teachers respectively reveal that the former, as in the preceding data, gave the principals higher ratings.

In view of the foregoing finding, the null hypothesis stating absence of disparity between the two groups' assessments is rejected.

5. Significance of Relationship between the Leadership Styles and Organizational Commitment of the Secondary School Principals

The Pearson r - obtained t - test values of 3.17, 2.57, 6.36, 4.65 and 3.74 respectively which all exceeded the critical value of 2.16 at 13 degrees of freedom and 0.05 level of significance reveals that there is no significant relationship between the level of coercive leadership of the principals and their personal-related commitment to the organization. The null hypothesis stating a no significant relationship between the aforementioned leadership style and personal-related commitment to the organization is, thus, accepted.

On the other hand, principals with strong authoritative, affiliative, democratic, pacesetting and coaching leadership styles have a great personal-related commitment to their school organization. This may be inferred from the Pearson r - derived t - test values of 2.78, 2.50, 6.36, 4.65 and 3.74 respectively which all satisfied the critical value of 2.16 at 13 degrees of freedom and 5% significance level. In view of these findings, the hypothesis stating an insignificant relationship between the aforementioned five leadership styles and personal-related commitment to the organization is, therefore, rejected.

No significant relationship exists between the principals' level of coercive leadership style and their work-related organizational commitment. This may be deduced from the Pearson r - acquired t - test value of 0.33 which was less than the tabular value of 2.16 at 13 degrees of freedom and 0.05 alpha. The null hypothesis stating an insignificant relationship between coercive leadership and work-related commitment to the organization is, thus, accepted.

Work-related organizational commitment was, however, found to be related significantly to the principals' level of authoritative, affiliative, democratic, pacesetting, and coaching leadership styles. Leading statistical support to this are the Pearson r - obtained t - test values of 3.17, 2.57, 6.36, 4.35 and 3.64 which all went beyond the tabular value of 2.16 at 13 degrees of freedom and 5% level of significance. The null hypothesis denoting the contrary of this is, thus, rejected.

The consistent insignificant relationship between coercive leadership style and the two domains of organizational commitment resulted in the same relationship between this leadership style and the principals' overall organizational commitment. This is
indicated in the Pearson r – determined t – value of 0.33 which was less than the tabular value of 2.16 at 13 degrees of freedom and 5% alpha. The null hypothesis is accepted in view of this. Overall organizational commitment, like each of the two commitment domains, is significantly related to the principals' level of five leadership styles. This is evidenced in the Pearson r – obtained t – values of 3.00 for Authoritative; 2.57 for Affiliative; 6.68 for Democratic; 4.65 for Pacesetting; and 3.74 for Coaching which all were greater than the critical value of 2.16 at 13 degrees of freedom and 0.05 level of significance. The null hypothesis stating the contrary of the foregoing finding is, thus, rejected.

IV. CONCLUSIONS
On account of the preceding findings, the following conclusions were drawn.

1. Both the department heads/coordinators and teachers consider their principals as affiliative, democratic, pacesetting and coaching leaders. While the teachers regard the principals as both coercive and authoritative, the department heads/coordinators perceive their use of these leadership styles as moderate.

2. There is essentially no difference in the two respondent groups' assessments of the principals' use of leadership styles. Even the two groups' disparity in their view of their superiors' coercive and authoritative leadership was found to be statistically insignificant.

3. Both the academic heads/coordinators and the teachers regard their principals as committed to their respective school organizations to a great extent.

4. Principals who tend to be coercive leaders were not perceived by their subordinates as strongly committed to the school organization. Those regarded as such are principals who manifest authoritative, affiliative, democratic, pacesetting, and coaching leadership.

Since it was found in the study that a high level of coercive leadership do not necessarily translate to strong organizational commitment, programs to develop and equip school administrators should include ascertaining that this style is tempered or balanced by other leadership attributes. However, as it was found in the study that the principals assessed were on the whole well-balanced leaders (i.e. both authoritative and democratic, pacesetting and coaching, etc.) who were strongly committed to their organizations, their values, visions and work habits should always be impressed in the school personnel via constant interactions and their ways which serve as examples.

REFERENCES