
STRUCTURAL EQUATION MODEL OF ORGANIZATIONAL SUPPORT, ORGANIZATIONAL VALUE, LEADERSHIP SKILLS OF SCHOOL HEAD AND TEACHERS ORGANIZATIONAL COMMITMENT

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DOI : <https://www.doi.org/10.56726/IRJMETS51978>

ABSTRACT

The study was conducted to find out the best fit model for teachers' organizational commitment of public-school teachers in the three Districts of Division of Davao Occidental. A descriptive-correlational research design was used in order to attain its objectives. The respondents were selected using the universal random sampling technique. Adapted survey questionnaires consisting of items designed mainly to answer the problems of the study were used. Levels were measured using mean and standard deviation while significant relationship and influence were measured using Pearson-r and multiple regression analysis. Structural Equation Modeling (SEM) was used to generate the best fit model for organizational commitment of teachers. On the one hand, the level of organizational support, leadership skills of school heads and organizational commitment of teachers were both high. On the other hand, the level of parental organizational support was high. Meanwhile, there was a significant influence between organizational support, organizational value, leadership skills of school head and teachers' organizational commitment. Model 5 is the best fit model based on the indices of the goodness of fit. It was found out that organizational support in terms of organizational reward, procedural justice and perceived supervisor support, organizational values in terms of economic values, social values, spiritual values, professional values and physical values were directly significant in predicting teachers' organizational commitment while leadership skills in terms of interdependence skill and conceptual skill was found to be significant predictor of teachers' organizational commitment. Keywords: Education, leadership, organizational support, organizational value, leadership skills, teachers' commitment, structural equation model, Philippines.

I. INTRODUCTION

The commitment of educators has been recognized as a crucial element in the achievement of schools. As a result of their actual ability to influence students' capital development during teaching and learning process, instructors play a crucial role and bear responsibility for improving school effectiveness. However, depending on their level of commitment, teachers' work might lead to conflicts, challenges and differences from the school's objectives for education. (Dutta, et al., 2017). The degree to which task is effectively carried out depends on the characteristics of the work environment (Gokyer,N., 2018). In addition, excessive workload, including teaching a large number of learners or multiple classes, grading papers, and preparing lesson plans can lead to burnout and reduce the teacher's commitment. Insufficient resources, including teaching materials, classroom technology, and support staff can hinder effective teaching and diminish teachers' commitment to the organization. Further, Teachers perceive teaching as a profession that has the potential to invade their personal lives and find the additional demands of the job to be taxing and needing a significant personal involvement (Nias, 2019). As a result, in order to survive, teachers frequently limit their dedication to the school, and in certain situations, they decide to quit teaching altogether (Drucker, 2020).

Moreover, Teachers' workloads are weighed down by their excessive commitments to parents, education reform, and the principal. (Stoddard & Kuhn, 2018). Additionally, Leithwood (2017) reported that teachers' reduced commitment to their organization is not only due to overwork but also because of poor relationship to with the Principal. According to Blase and Blase (2017), teachers are mistreated by their principals in a variety of ways, including denying them leave, limiting their ability to demonstrate their points of view, swearing, screaming, favoritism, biased job assessment, unreasonable monitoring, threats of transfer or removal of service, or humiliation in public, unjust assignments, dishonesty, sexual harassment, and racism.

Researches have been conducted using several research designs. The study investigating the mediating role of work values to organizational commitment and professional development by Froese (2011) which showed a full mediation. In a similar vein, Luthans (2017) cited that teachers commitment in the organization is the process by which individuals perceived themselves as having a vested interest in the group's prosperity and welfare. Now, this research will aim to seek a structural model of commitment of teachers as predicted by organizational support, organizational values, and leadership skills of school head. The above cited scenarios guided the researcher to investigate and help address this problem. On the other hand, the researchers failed to come across a study which aimed to determine the model that will best measure the teacher's commitment, also it did not come across published researches with exactly similar topic found in the literature involving commitment of teachers. Thus, the researchers seek to determine the structural model estimated by organizational support, organizational values, and leadership skills of school head on the commitment of teachers. Consequently, this study will give respondents a chance to be equipped with work skills along with the possible intervention and strategies on such.

Moreover, this study was mainly aimed to determine the structural equation model of Teachers organizational commitment of the Division of Davao Occidental as attributed organizational support, organizational values and leadership skills of school heads. The findings of this research can offer empirical proof of the interconnectedness of the aforementioned variables at local level. By analyzing these variables and their indicators, this study has the potentials to address issues related to teachers' organizational commitment with higher probability. The results of this study might be greatly corroborated by publication in journals, public forums, and local and worldwide platforms. These methods could also contribute to the body of knowledge that exists on teachers' commitment.

This study determined the best fit model of teachers' organizational commitment as predicted by organizational support and organizational values and school heads leadership skills. Specifically, this study aimed to find solution to the following problems;

1. What is the level of organizational support in terms of;
 - 1.1 Organizational rewards;
 - 1.2 Procedure justice; and
 - 1.3 Perceived supervisor support?
2. What is the level of organizational values in terms of:
 - 2.1 Economic Values;
 - 2.2 Social values;
 - 2.3 Spiritual Values;
 - 2.4 Professional Values
 - 2.5 Aesthetic Values
 - 2.6 Physical values?
3. What is the level of School heads leadership skills in terms of;
 - 3.1. Administrative skill;
 - 3.2. Interpersonal skill; and
 - 3.3. Conceptual skill;
4. What is the level of teachers' organizational commitment in terms of;
 - 4.1 Emotional;
 - 4.2 continuity; and
 - 4.3 Normative?
5. Is there a significant relationship between:
 - 5.1. Organizational support and teachers' organizational commitment?
 - 5.2 Organizational values and teachers' organizational commitment?
 - 5.3 leadership skills of principals and the teacher's organizational commitment?

6. Do organizational support, organizational values and leadership skills of principals significantly predict the teacher's organizational commitment?
7. What model best fits the teacher's organizational commitment?

In the context of this study the structural equation model of organizational support, organizational values and leadership skills of school heads and the teacher's organizational commitment, the Transformational Leadership Theory has been widely applied in educational settings, including schools. In the context of schools, transformational leaders, such as school heads, play a crucial role in shaping organizational support, organizational values, leadership skills of school head, and promoting teacher commitment. Transformational leaders help their subordinates discover their potential and recognize the part they play in helping the organization achieve its mission. Through interactions like these, transformational leaders help their subordinates increase their level of commitment to the organization (Tucker & Russell, 2004). This, in turn, translates in a positive work environment, strengthened shared values, enhanced leadership skills and a stronger sense of commitment among teachers. The leader's competency to lead the teachers in giving performance that is beyond expectations is a manifestation of effective transformational leadership (Khan, H., Rehmat, M., Butt, T.H. et al., 2020).

II. HYPOTHESIZED MODELS

Figure 2 shows the conceptual framework of this study. It shows the independent variables which are organizational support, organizational values and leadership skills of school heads. On the other hand, the dependent variable refers to teachers' organizational commitment. In addition, organizational support has three indicators, organizational values have six indicators, while leadership skills have three indicators. Meanwhile, the dependent variable, which is the teacher's commitment has three indicators. Figure 1 displays hypothesized model 1 that shows the possible influence of organizational support, organizational values and leadership skills of school principals to the teachers' commitment. Figure 3 displays the hypothesized model 2, which shows the interrelationship of organizational support and organizational values, leadership skills and their relationships towards teacher commitment. Figure 3 shows the hypothesized model no. 3 which shows the Interrelationship of Organizational Values and Leadership Skills and their possible influence towards teachers Commitment. Figure 4 is Hypothesized Model no. 4 which shows the connection between organizational values and organizational support and their relationships towards teachers' organizational commitment. Figure 5 displays Hypothesized Model 5 and shows interrelationship of organizational support and leadership skill, organizational support and organizational values, organizational values and leadership skills and their possible influence to teachers' organizational commitment.

Independent Variables

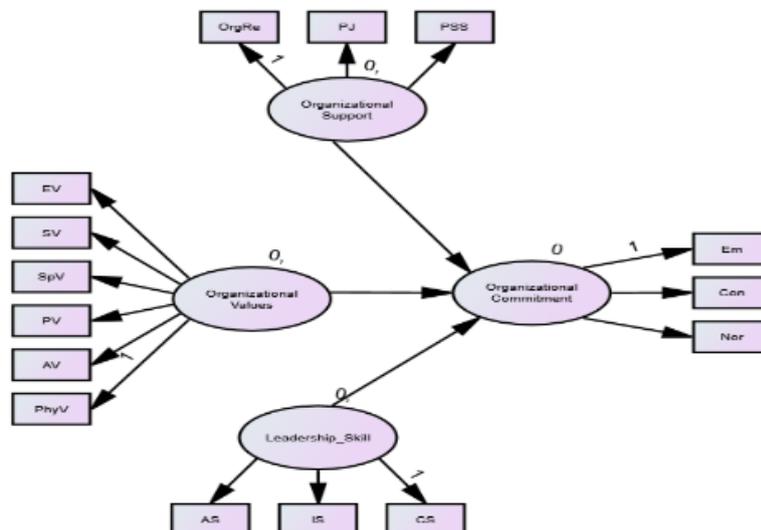


Figure 1: Hypothesized Model 1: Direct relationship of organizational support, organizational values, and leadership skills in relation to teachers organizational Commitment.

Dependent Variables

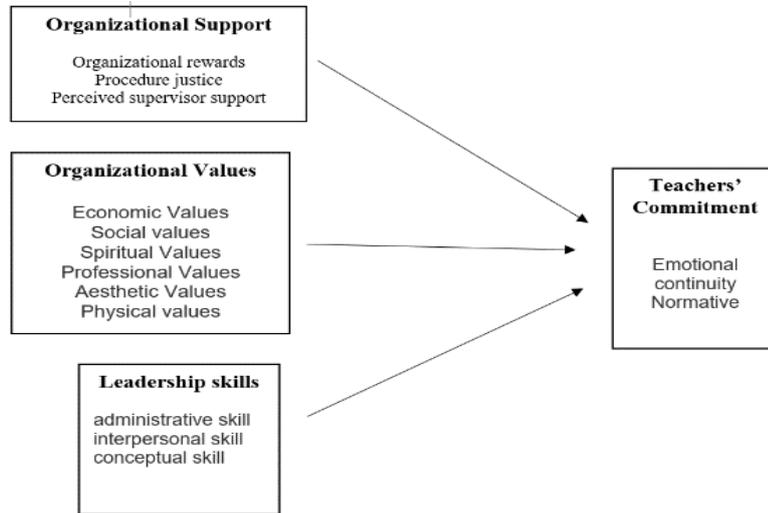


Figure 2: Conceptual Framework of the Study.

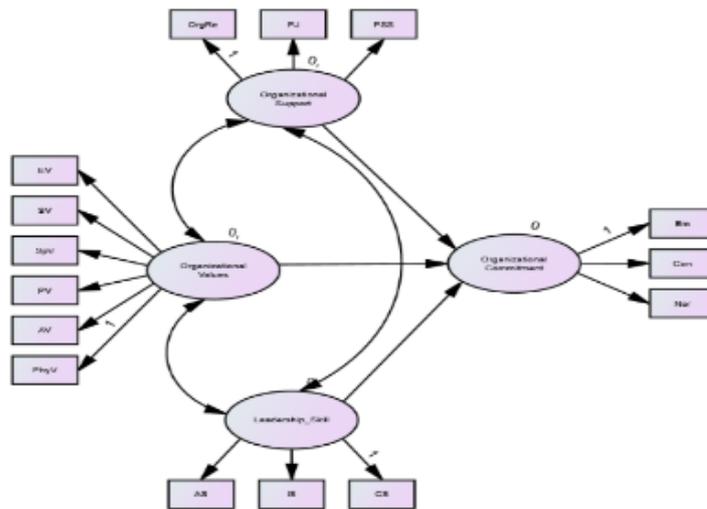


Figure 3: Hypothesized Model 2. Interrelationship of organizational support and organizational values, leadership skills and organizational values, organizational support and leadership skills and their relationships towards teachers Commitment

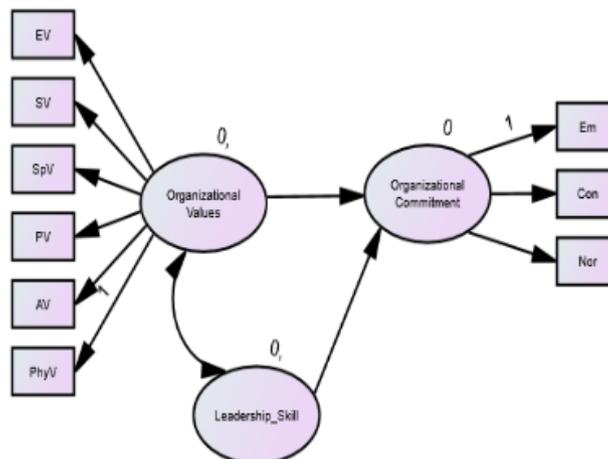


Figure 4: Hypothesized Model 3. The connection between organizational values, leadership skills and their impact on teachers' organizational commitment.

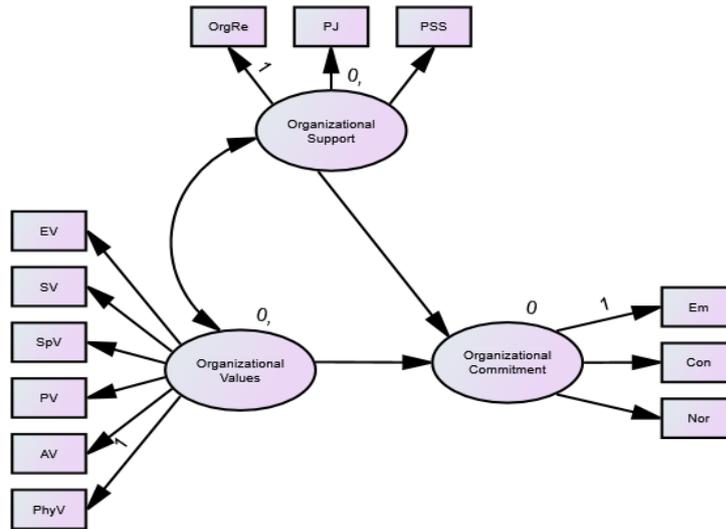


Figure 5: Hypothesized Model 4. The connection between organizational support and the commitment of teachers.

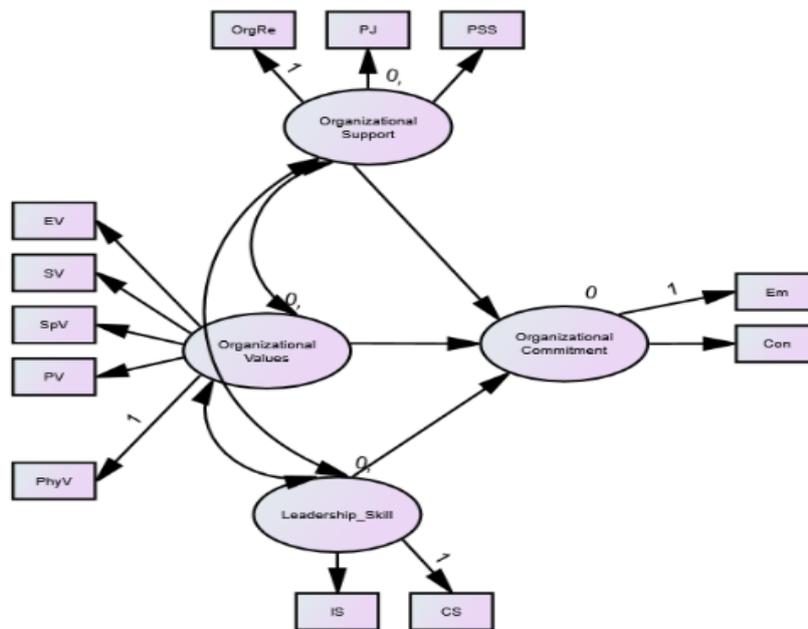


Figure 6: Hypothesized Model 5. Interrelationship of organizational support and leadership skill, organizational support and organizational values, organizational values and leadership skills and their possible influence towards organizational commitment.

III. METHODS

This study employed a quantitative research approach specifically, descriptive-correlational design. The design was deemed appropriate to be used in the study since the researcher aimed to determine if there is a correlation between organizational support, organizational values and leadership skills of school heads on teachers' organizational commitment. The study utilized a descriptive-correlational design in securing data to come up with the accurate result of the study. Structural equation modeling, or SEM, was utilized to develop the best fit model for measuring teacher organizational commitment. This is a set of statistical procedures that allow for complicated interactions involving a number of independent variables and a number of dependent variables (Wheaton et al., 2015). This approach was used in this investigation because it successfully assesses multiple and related dependencies in a single analysis. Further, because SEM enables researchers to identify which observable variables are appropriate indicators of the latent variables, it was employed to investigate the

study's complicated interactions across variables (Browne & Cudeck, 2019; Loehlin, 2017). Lastly, it was used to show the causal relationships between the variables of the study.

The respondents of this research were the 367 public secondary school teachers of the JAS 1, JAS II and Don Marcelino Districts of the Division of Davao Occidental. In choosing the respondents, this study employed the universal random sampling technique in choosing the participants from the public secondary school teachers.

The study was conducted among the implementing secondary schools in Davao Occidental. These public secondary schools were chosen because of enough numbers of teachers that met the inclusion criteria for the selection of the participants. Second, this is also a diverse division with different cultural practices that can provide the varied results and the broader perspective of the study. Third, researchers find the need for the study to be conducted in the Division of Davao Occidental, given the fact that researchers could not locate studies in the local setting at present. And lastly, researchers are familiar with the chosen districts of Division of Davao Occidental.

The researchers followed a systematic data-gathering procedure to ensure accuracy, rigor, and the validity of the collected quantitative data. Researchers using the quantitative method identify one or a few variables that they intend to use in their research work and proceed with data collection related to those variables (Drake, 2018). The researchers will seek permission from the Dean of Graduate Studies of the Holy Cross of Davao College to conduct the study, and they will validate with the panel of experts as soon as possible.

There are four survey questionnaires. They used items, which were developed specifically to measure the interaction among the concepts under investigation and to expose the connection among the study variables. The researchers took care to become insured that each indicator was offered in the standard from approved surveys. Validity and reliability of the survey questionnaires were determined using a set of proper protocols or process. First, a group of experts validated the questionnaires. The questions were then modified to ensure linear and parallelism, considering the ideas and the recommendations of the validators. Second, the internal consistency or the average correlation among the survey items was determined using the Cronbach's alpha coefficient. Thus, Cronbach's alpha coefficients for the four survey questions were acceptable.

The researchers adapted statistical tools to analyze the data. The mean was used to describe the mean level of organizational support, organizational values, leadership skills, and the dependent variable which is the organizational commitment of teachers. Pearson Product-Moment Correlation was used to determine the extent to which independent variables: organizational support, organizational values and leadership skills are significantly related to the dependent variable that is the organizational commitment of teachers. Multiple Regression Analysis was also be used to find out how much relative contribution each independent variable makes to the dependent variable and which of the predictors are best in determining the teachers' organizational commitment. The researchers used Structural Equation Model to ascertain organizational the model of commitment of teachers is. They evaluated the overall fit and structural equation model fit of the research model. Additionally, the data analysis utilized a confirmatory approach where the hypothesized correlations can be simultaneously fitted and assessed. This method allows for interactions that more closely resemble everyday realities, rather than individual specifications. Additionally, it enables the testing of theoretical causal paths.

Trustworthiness or rigor of a study will ensure its quality. Lincoln and Guba (1985) as cited by Shenton (2004) believed that trustworthiness of a study is vital in evaluating its worth. The four criteria that will strengthen trustworthiness are credibility, transferability, dependability and confirmability. To ensure credibility of this study, the researcher will focus on the truthfulness and confidence of the study (Korstjens and Moser, 2018). To achieve transferability, the researcher will provide a detailed and thick description of the methodology and the phenomenon to be studied and ensure that data will be on file to make the study more credible and transferrable and the findings of the study can be applied to other situations with the knowledge that it only involves a small number of respondents is what transferability implies. Dependability is the processes within the study will be reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results. This will be established if the work is repeated in a similar way in terms of context and methods will obtain the same results (Kennedy-Clark, 2012:Shenton, 2004). Finally, it is also necessary to mention that Confirmability is the transparent account of steps followed during the research

from the point of initiating the research to compiling and reporting the findings. Researchers in the study will retain all recordings of what will have gone into the study conduct so that others like the research panels and adviser can examine to find out if the interpretations and conclusions can be verified to reasonable persons.

The researchers believed that ethical considerations in research, as emphasized by established authors, are essential to uphold the integrity of this study. As such, we upheld confidentiality and anonymity, as advocated by Guest et al. (2018), as crucial in safeguarding the privacy and identities of respondents. Following that, the researcher will adhere to the ethical guidelines established by the Philippine Health Research Ethics Board (PHREB, 2017). The measures that the researcher will take nine ethical considerations, are in line with the PHREB's and HCDC-REC's goals. In this study, it is essential that respondents understand that participating in the research study will be completely voluntarily. The rights, security, and the general welfare of the research participants shall be given top priority by researchers. The researchers will ensure that no records of the participants are exposed.

IV. RESULTS AND DISCUSSIONS

The level of organizational support as perceived by the Teachers

Revealed in the table 1 is the level of organizational support in terms of organizational rewards, procedure justice and perceived supervisor support. The overall results revealed that organizations have a high level of organizational support to the teachers with the mean of 4.17. in addition, the overall standard deviation result is 0.37 which is very minimal denoting that the respondents have ratings that are practically almost the same. Furthermore, the highest among these indicators are organizational rewards with the mean of 4.29. it shows that the supervisors recognize the efforts of the teachers are always evident. This denotes that the supervisor recognized the efforts of the teachers and give them an opportunity to get promoted.

Table 1: The Level of organizational support

Indicators	SD	Mean	Description
Organizational Rewards	0.47	4.29	Very High
Procedure Justice	0.62	4.18	High
Perceived Supervisor Support	0.58	4.02	High
Overall Mean	0.37	4.17	High

Level of organizational values as perceived by the teachers.

Table 2 displays the teachers' perception of the level of organizational values as including economic values, social values, spiritual values, professional values, aesthetic values and physical values. As shown in the table, the overall mean of organizational values is 4.21, described as very high and interpreted as very evident. Additionally, the overall standard deviation stands 0.35, which is lower than 1.00, this signifies homogeneity of responses received and the responses are not so dispersed from each other.

Table 2: The Level of organizational values

Indicators	SD	Mean	Description
Economic Values	0.50	4.36	Very High.
Social Values	0.45	4.16	High.
Spiritual Values	0.45	4.27	Very High.
Professional Values	0.48	4.13	High.
Aesthetic Values	0.54	4.09	High.
Physical Values	0.54	4.23	Very High
Overall Mean	0.35	4.21	Very High

Level of leadership skills of school head as perceived by teachers.

Table 3 shows the study's findings on the degree of leadership qualities of school principals with regard to administrative, interpersonal, and conceptual skills. The overall mean for leadership skills of school principal is 4.13 indicating a high level of proficiency. This means that leadership skills of school principals are evident. The overall standard deviation (SD) is 0.44 which is less than 1.00, this represents homogeneity of response from the participants.

Table 3: Level of leadership skills

Indicators	SD	Mean	Description
Administrative Skills	0.47	4.24	Very High
Interpersonal Skills	0.55	4.16	High
Conceptual Skills	0.59	4.00	High
Overall Mean	0.44	4.13	High

Level of commitment of teachers

Table 4 shows the level of commitment of teachers. The overall result revealed that the teacher's commitment is high with the category mean of 4.16. Also, the overall standard deviation of 0.45 means that the ratings given by the respondents were closer to the mean which denotes that the teachers are highly favorable as they rated themselves with regards to their organizational commitment. Furthermore, the indicator means of normative commitment contributed to the high level of teachers' organizational commitment. The teachers agreed that they consider not to leave because they have the sense of obligations to the learners.

Table 4: The level of organizational commitment of teachers

Indicators	SD	Mean	Description
Emotional	0.47	4.25	Very High
Continuity	0.62	4.18	High
Normative	0.58	4.03	High
Overall Mean	0.45	4.16	High

Relationship between independent variables and organizational commitment of teachers.

As shown in the Table 5, it presents the relationship between the independent variables and the organizational commitment of teachers. The results show that there is a significant positive relationship between organizational support and organizational commitment of teachers, organizational values and organizational commitment of teachers, leadership skills and organizational commitment of teachers with $<.05$. Specifically, a significant relationship exists between organizational support and organizational commitment of teachers ($r=.536, p<.05$). The coefficient of .536 indicates a relatively strong association between the two variables. Additionally, there is a significant relationship among organizational values and teachers' organizational commitment ($r=.402, p<.05$). The strength of the correlation of the two variables has a low correlation and there is a significant correlation between leadership skills and organizational commitment of teachers ($r=.962, p<.05$). the coefficient of 0.962 indicates a high correlation between the strength of the two variables.

Table 5: The significance on the relationship between independent variables and organizational commitment of teachers.

	Teachers' Commitment			
	r	p-value	Decision on H ₀ @ 0.05 level of significance	Interpretation
Organizational Support	0.536	0.000	Reject H ₀	Significant
Organizational Values	0.402	0.000	Reject H ₀	Significant

Leadership skills	0.962	0.000	Reject H ₀	Significant
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Legend:

- ± 1.00 = perfect correlation,
- ± 0.75 to ± 0.99 = high correlation,
- ± 0.51 to ± 0.74 = moderately high correlation
- ± 0.31 to ± 0.50 = moderately low correlation
- ± 0.01 to ± 0.30 = low correlation
- 0.00 = no correlation

Significance and influence between the independent variables and organizational commitment of teachers.

The results of the regression analysis, which examine the influence of organizational support, organizational values, and leadership skills on organizational commitment of teachers, are presented in Table 6. Standard beta values demonstrated the extent of the independent variables' effect on teachers' organizational commitment, whereas p-values established their significance. Specifically, the standard coefficient of leadership skills displayed the highest beta value of 0.952, this indicating the greatest degree of influence on organizational commitment of teachers. The regression model was found to be significant, as supported by the F-value of 1695.917 with the corresponding p-value of 0.000. Therefore, the leadership skills of school principal singularly and significantly influence the organizational commitment of teachers.

Table 6: Significance and influence between the independent variables and organizational commitment of teachers

	Teachers Commitment						
	Unstandardized Coefficients		Standardized Coefficients			Decision on H ₀	Interpretation
	B	Std. Error	Beta	t	Sig.		
Constant	-0.108	0.093		-1.156	0.248		
Organizational Support	0.071	0.019	0.058	3.660	0.000	Reject H ₀	Significant
Organizational Values	0.008	0.019	0.006	0.408	0.684	Accept H ₀	Not significant
Leadership Skills	0.952	0.017	0.930	54.650	0.000	Reject H ₀	significant
R = 0.963 R ² = 0.928; F-value = 1695.917 p-value = 0.000							

$$\text{Organizational Commitment} = -0.108 + 0.071(\text{Organizational Support}) + 0.008(\text{Organizational Values}) + 0.952(\text{Leadership skills})$$

$$\text{Organizational Commitment} = -0.085 + 0.955(\text{Leadership Skills}) + 0.070(\text{Organizational Support})$$

The Best model fits of organizational commitment of teachers

Table 7 presents the criterion values for the goodness-of fit indices of generated models. Upon scrutinizing the data on table 7, models 1,2, 3 and 4 did not met all the criterion values for goodness-fit-of indices. However, model 5 met some criterion values for goodness-of-fit making it the best-fit model for organizational commitment of the teachers of Davao Occidental Division among the four generated models. The analysis illustrates that not all independent variables, namely organizational support, organizational values and

leadership skills along with their indicators, have direct relationships to organizational commitment of teachers. Model 5 as shown in the table has the following criterion values for good-of-fit indices: The CMIN/df is equal to 5.640. This value is closer to 5. The NFI is equal to 0.973. This value is greater than 0.95 and within the acceptable range. The TLI is equal to 0.983. This value is greater than 0.95 and within the acceptable range. The CFI is equal to 0.982. This value is greater than 0.95 and within the acceptable range. The RMSEA is equal to 0.108. This value is closer to .05 than other 4 models and indicates a good fit. The p-close is equal to 0.000. This value is lower than 0.05. Thus, Model 5 yields the acceptable goodness-of-fit index for organizational commitment of teachers making it the best fit model.

The indicators for organizational values were trimmed down to five from the original six indicators, namely: Economic values, social values, spiritual values, professional values and physical values This was done also to the indicators of leadership skills, there were only two left indicators among the original 3 indicators, namely; interpersonal skill and conceptual skill. Lastly, the indicators of organizational commitment were also trimmed down to two indicators from the three original indicators namely; emotional and normative commitment

Table 7: The Best Fit Model of Commitment of Teachers

INDEX	CRITERION	MODEL				
		Model 1	Model 2	Model 3	Model 4	Model 5
CMIN/DF	< 5	20.702	18.634	27.522	7.161	5.640
NFI	<.95	.600	.652	.661	.792	.973
TLI	>.95	.529	.579	.571	.935	.983
CFI	>.95	.610	.663	.668	.895	.982
RMSEA	<.05	.324	.210	.258	.451	.108
P-CLOSE	>.05	.000	.000	.000	.000	.000

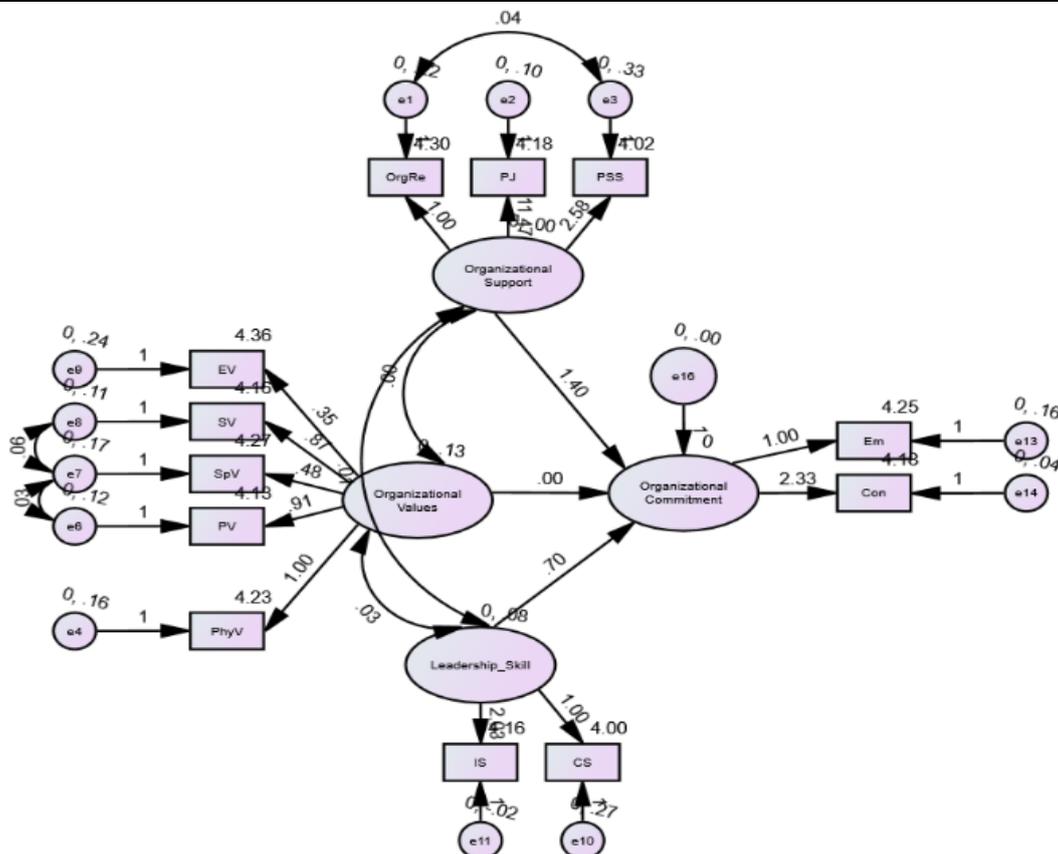


Figure 7: The Best Fit Model of Organizational Commitment of Teachers

V. CONCLUSION

The findings underscore the paramount importance of effective leadership within educational institutions. Leadership Skills, as per results, stand as the most potent predictor of teachers' commitment. It means that an educational institution's leadership quality can be a decisive factor in determining its teaching staff's morale, dedication, and overall effectiveness. Organizational Support also plays a crucial role, implying that teachers who feel supported and valued are more likely to demonstrate higher commitment levels. Organizational Values, while essential, might require more nuanced approaches to maximize their positive influence on teacher commitment.

Leadership Development, institutions should invest in leadership training and development programs. Enhancing leadership skills can significantly elevate teacher commitment and overall institutional effectiveness. For **Fostering a Supportive Environment**, organizations must focus on creating a supportive environment where teachers feel valued and empowered. This can be achieved through mentorship programs, regular feedback sessions, and ensuring adequate resources and support for teaching staff. **Reevaluate Organizational Values**, while Organizational Values had a lesser impact compared to other factors, institutions should conduct periodic reviews of their core values, ensuring they align with the current needs and perspectives of the teaching staff. Continuous Monitoring, Institutions should establish a mechanism for continuous monitoring and assessment of teachers' commitment levels. Regular surveys or feedback sessions can be instrumental in gauging the pulse of the institution and making necessary adjustments.

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