

Educational Leaders' Management Skills, Leadership Behavior And Organizational Commitment

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Abstract

A school's administrator is primarily responsible for maximizing the performance of the teachers who play a key role in the teaching-learning process, among other things. This study wanted to determine the Educational Leaders' Management Skills, Leadership Behavior and Organizational Commitment. Specifically, it sought to determine the relationship of educational leaders' management skills as measured by technical, conceptual, interpersonal, and decision making and determine also the leadership behavior in terms of directive, supportive, participative, and achievement-oriented to the organizational commitment in terms of: achievement of goals, contribution to organization, motivation among teachers, and participation. The study was conducted in Elementary School in Majayjay Sub-Office, Division of Laguna during the School Year 2022-2023. The data and information were obtained by using questionnaires consisted of sixty (60) items that were answered by the selected teachers at Majayjay Sub-Office.

The educational leaders' management skills in terms of technical, conceptual, interpersonal, and decision making were remarked as Very High. Moreover, according to the Wallace Foundation (2017) educational leaders have to be (or become) leaders of learning who can develop a team delivering effective instruction." Principals who are effective leaders practice five key actions particularly well: they shape a vision of academic success for all students, they create a climate hospitable to education, they cultivate leadership in others, they improve classroom instruction and they manage people, data and processes with the goal of school improvement. In addition, the educational leadership behavior in terms of directive, supportive, participative, and achievement-oriented were also remarked as Very High. Likewise, the educational leaders' organizational commitment as measured by achievement of goals, contribution to organization, motivation among teachers, and participation were also remarked as Very High.

The study revealed that the educational leader's management skills in terms of technical, conceptual, interpersonal, and decision making had significant relationship to their organizational commitment. Moreover, their leadership behavior in terms of directive, supportive, participative, and achievement-oriented also had a significant relationship with their organizational commitment.

Therefore, the researcher further concludes the researcher's null hypothesis that do the educational leaders "management skills" and "leadership behavior" had significant relationship to the "organizational commitment", is rejected.

In light of the conclusion drawn from the findings, the following recommendations are hereby offered: The educational leaders particularly the school principal may sustain their management skills that inspire to motivate teachers in doing their task and responsibilities without any worries yet create a positive working environment. The educational leaders' may maintain win-win relationship among their subordinates and even the external stakeholders in the school community. Lastly, team work works, organizational commitment plays an important role in any organization endeavor. The school should maintain in creating a culture that is positive and enjoyable to work on.

Keywords: Educational Leaders; Management Skills; Leadership Behavior, Organizational Commitment; Technical; Conceptual; Interpersonal; Decision Making; Directive; Supportive; Participative; Achievement-Oriented; Achievement of Goals; Contribution to Organization; Motivation among Teachers; Participation

1. Main text

The principal must exert positive influence over all his subordinates beyond his position and power in order to ensure the work group performs better and inspires greater effort among the teachers. The way a person behaves when attempting to lead a group will determine how much influence they have. The success of school depends on the kind of leadership as a school head implements. As the heart of the school they must create a school culture focusing on the total development of the whole school community. As cited by Valiente (2017) in her study, leadership is the process of guiding and directing the behavior of people in the organization to achieve certain objectives.

A school principal is expected to perform very satisfactory in emotional, moral, physical, psychological and social dwellings. They are also obliged that school leadership be given ample attention because the success and failure of the whole school community lies in their hand. Working with people is very important that is why a school principal knows different approaches how to manage and handle this different people in the organization.

Furthermore, the leadership behavior of school principals have an impact on school performance in general and the provision of quality education. Numerous researchers have investigated the relationship between school leader behavior and school performance, and concluded that leadership impacts school performance as cited by Chen et al., (2017).

A school principal is expected to perform very satisfactory in emotional, moral, physical, psychological and social dwellings. They are also obliged that school leadership be given ample attention because the success and failure of the whole school community lies in their hand. Working with people is very important that is why a school principal knows different approaches how to manage and handle this different people in the organization. They need to work together and putting themselves with the people whom they manage. They need to be like by them so that they will follow whatever is new and whatever they would like them to do for the betterment of the organization. As role model the teachers need to see them as an inspiring and promising leader that guide and support them to build a better and committed people in the organization.

Yet, the researcher wants to determine the educational leaders' management skills in Majayjay Sub-Office in terms of technical, conceptual, interpersonal, and decision making, leadership behavior in terms of directive, supportive, participative, and achievement-oriented as it relates to organizational commitment in terms of achievement of goals, contribution to organization, motivation among teachers, and participation.

Statement of the Problem

This study aimed to determine the educational leaders' management skills, leadership behavior in Majayjay Sub-Office and their organizational commitment.

1. What is the level of Educational leaders Management Skills with regards to:
 - 1.1 technical;
 - 1.2 conceptual;
 - 1.3 interpersonal; and
 - 1.4 decision making?
2. What is the level of educational leaders leadership behavior in terms of:
 - 2.1 directive;
 - 2.2 supportive;
 - 2.3 participative;
 - 2.4 achievement-oriented?
3. What is the level of educational leaders' organizational commitment in terms of:
 - 3.1 achievement of goals;

- 3.2 contribution to organization;
- 3.3 motivation among teachers; and
- 3.4 participation?
- 4. Do the educational leaders management skills has significant relationship to the organizational commitment in Elementary Schools in Majayjay District?
- 5. Do the educational leaders leadership behavior has significant relationship to the organizational commitment in Elementary Schools in Majayjay District?

Hypotheses

The study tested the following hypothesis:

1. The educational leaders management skills has no significant relationship to the organizational commitment in Elementary Schools in Majayjay District.
2. The educational leaders leadership behavior has no significant relationship to the organizational commitment in Elementary Schools in Majayjay District

Research Design

The research utilized descriptive method of research to analyse the data systematically. The descriptive method helped the researchers plan and carry out descriptive details about educational leaders' management skills, leadership behavior and organizational commitment.

Descriptive research methods do exactly what they sound like: they describe situations. This method is appropriate for use because it pronounces the situation that was analysed in this study where the survey method was used. According to Batterton and Hale (2017) in survey method research, participants answer questions via questionnaires.

Furthermore, in the descriptive research method, participants respond to questions administered via interviews or questionnaires. Researchers describe the responses given by participants after they have answered the questions. The questions must be properly constructed in order for the survey to be both reliable and valid. Questions should be written in a clear and understandable manner (Hale 2019).

Statistical Treatment

The statistical treatment of data is used to compute, analyze, and interpret the data given by the respondents. After administering the questionnaire, the responses of the selected educational leaders from the public elementary schools of Majayjay Sub-office were tallied, analyzed and interpreted.

The educational leaders' management skills in terms of by technical, conceptual, interpersonal, and decision making; and leadership behavior in terms directive, supportive, participative, and achievement-oriented, of selected educational leaders in the public elementary schools in Majayjay Sub-Office were determine with the use of weighted mean and standard deviation.

On the other hand, the variables including the organizational commitment as measured by achievement of goals, contribution to organization, motivation among teachers, and participation, were computed using weighted mean and standard deviations as statistical treatment. Lastly, in determining the significant relationship between the educational leader's management skills and their organizational commitment, the Pearson's R was used to treat them. Likewise, the leadership behavior as to directive, supportive, participative, and achievement-oriented and their organizational commitment the Pearson's r was utilized.

Tables

Table 1. Significant Relationship Between Educational Leaders Management Skills and Educational Leaders Organizational Commitment

Principals' Leadership Behavior	Organizational Commitment	r-value	Degree of Correlation	p-value	Analysis
Directive	Achievement of Goals	0.372	Weak Correlation	0.000	Significant
	Contribution to organization	0.296	Weak Correlation	0.001	Significant
	Motivation among Teachers	0.318	Weak Correlation	0.000	Significant
	Participation	0.246	Weak Correlation	0.005	Significant
Supportive	Achievement of Goals	0.424	Moderate Correlation	0.000	Significant
	Contribution to organization	0.425	Moderate Correlation	0.000	Significant
	Motivation among Teachers	0.365	Weak Correlation	0.000	Significant
	Participation	0.590	Moderate Correlation	0.000	Significant
Participative	Achievement of Goals	0.444	Moderate Correlation	0.000	Significant
	Contribution to organization	0.438	Moderate Correlation	0.000	Significant
	Motivation among Teachers	0.347	Weak Correlation	0.000	Significant
	Participation	0.637	Strong Correlation	0.000	Significant
Achievement Oriented	Achievement of Goals	0.371	Weak Correlation	0.000	Significant
	Contribution to organization	0.386	Weak Correlation	0.000	Significant
	Motivation among Teachers	0.267	Weak Correlation	0.002	Significant
	Participation	0.462	Moderate Correlation	0.000	Significant

Legend:

Range	Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

From the findings above, it can be inferred that 0.05 level of significance, the null hypothesis “Do the educational leaders management skills has significant relationship to the organizational commitment” is rejected. Thus, the alternative hypothesis should be accepted which indicates that there is a significant relationship between the educational leader’s management skills and their organizational commitment”. This finding revealed that “Do the educational leaders management skills has significant relationship to the organizational commitment the educational leader’s management skills in terms of technical, conceptual, interpersonal, and decision making had significant relationship with their organizational commitment. According to Day et al (2020), school administrators, particularly principals, play a critical role in setting direction, creating a positive school culture that includes the proactive school mindset, and fostering and enhancing staff motivation and commitment, all of which are required to foster improvement and promote success for schools.

Table 2. Relationship Between Educational Leaders Leadership Behavior and Educational Leaders Organizational Commitment

Principals' Leadership Behavior	Organizational Commitment	r-value	Degree of Correlation	p-value	Analysis
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From the findings above, it can be inferred that 0.05 level of significance, the null hypothesis “Do the educational leaders leadership behaviour has significant relationship to the organizational commitment” is rejected. Thus, the alternative hypothesis should be accepted which indicates that there is a significant relationship between the educational leader’s leadership behaviour and their organizational commitment. This finding revealed that the educational leader’s leadership behaviour in terms of directive, supportive, participative, and achievement-oriented had significant relationship with their organizational commitment. As supported by Taun, Zagalaz-Sánchez, and Chacón-Cuberos (2022) cultivating the organizational structure was a priority for the principals; they believed that they could develop a comfortable and supportive organizational atmosphere and that this was the core of their work.

Findings and Summary

This study wanted to determine the Educational Leaders’ Management Skills, Leadership Behavior and Organizational Commitment. Specifically, it sought to determine the relationship of educational leaders’ management skills as measured by technical, conceptual, interpersonal, and decision making and determine also the leadership behavior in terms of directive, supportive, participative, and achievement-oriented to the

organizational commitment in terms of: achievement of goals, contribution to organization, motivation among teachers, and participation. The study was conducted in Elementary School in Majayjay Sub-Office, Division of Laguna during the School Year 2022-2023. The data and information were obtained by using questionnaires consisted of sixty (60) items that were answered by the selected teachers at Majayjay Sub-Office.

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The study revealed that the educational leader's management skills in terms of technical, conceptual, interpersonal, and decision making had significant relationship to their organizational commitment. Moreover, their leadership behavior in terms of directive, supportive, participative, and achievement-oriented also had a significant relationship with their organizational commitment.

Conclusion

In conclusion, after extensive research and analysis, it can be stated that the findings have provided significant insights into the topic under study. The conclusions drawn from the research have been based on a thorough examination of the data collected, and have been supported by sound reasoning and evidence related to the educational leader's management skills, leadership behavior and their organizational commitment.

The following conclusions are drawn from the findings:

1. The researcher's null hypothesis that do the educational leaders management skills has significant relationship to the organizational commitment is rejected because it obtained less than the alpha level of significance of 0.05. On the other hand, this finding revealed that the educational leader's management skills in terms of technical, conceptual, interpersonal, and decision making had significant relationship with their organizational commitment.
2. Moreover, from the result of the study, the researcher's null hypothesis do the educational leaders leadership behavior has significant relationship to the organizational commitment is also rejected because it acquired less than the alpha level of significance of 0.05. Thus, this finding revealed that educational leader's leadership behavior in terms of directive, supportive, participative, and achievement-oriented had significant relationship with their organizational commitment.

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