Supervisory Effectiveness and Commitment of the Teachers as Mediated by Symbolic Leadership Orientation of School Head

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Abstract:- The purpose of the current study was to determine if symbolic leadership orientation mediated the association between teachers' commitment and supervisory effectiveness. The present investigation's respondents were the 198 public elementary school teachers in Davao Central District, Division of Davao City, chosen by the investigator. The respondents were chosen using a stratified random sampling technique. A descriptive-correlational strategy was used in a non-experimental quantitative research design. The following statistical techniques were applied to the gathered data: mean, Pearson moment product correlation, multiple linear regression analysis, and mediation analysis using a structural equation model. The results showed that the dedication of instructors, the supervisory effectiveness of the school heads, and their symbolic leadership orientation were all characterized as extensive. Furthermore, correlation research showed that the symbolic leadership orientation of school heads, the efficacy of their supervision, and the dedication of instructors are significantly correlated.

Keywords:- Educational Management, Supervisory Effectiveness, Commitment, Symbolic Leadership Orientation of School Head, Davao City, Philippines.

I. INTRODUCTION

Changing society for the better can only be accomplished via education. Education is undoubtedly important: it is an understanding of how to best utilize one's potential. A nation's progress is determined by the quantity of educated inhabitants who are given the opportunity to receive quality education, which in turn is determined by the competence, dedication, or commitment of the educator. The entire effectiveness of schools is determined by their educator's degree of dedication and fulfillment with their work. Learning about how they act and what they think in organizations requires greater focus. The importance of teacher commitment extends beyond just educators to include schools, students, and other stakeholders.

Kiral and Kacar (2016) emphasized that dedicated educators embrace and internalize the goals and values of the school; they are prepared to put up a fight for the organization's sake and want to stay there. Additionally, as

Lin and Wang (2012) pointed out, highly dedicated educators have a stronger sense of commitment to the organization and an overwhelming drive to put in extra effort and do their best in order to be successful in their roles. Furthermore, Moolenaar et al. (2012) found that continuous commitment is a crucial influence in employees' retention since they have a psychological attachment to the organization they work for.

On the one hand, supervisory effectiveness has been characterized by Bobbio and Manganelli (2009) as the capacity to provide guidance to the team, establish rapport with subordinates to secure their commitment to objectives, and collaborate with them to tackle change-related challenges. In fact, Oracion (2014) stated that teachers would have the authority to shepherd change and influence organizational advancement and enhancement, and that success is far more probable when teachers are given opportunities to manage organizational growth and transformation. Further, Hallinger and Heck (2010) defined leadership efficacy as the process by which a person supports another person or organization member to establish and accomplish goals without using force or coercion.

On the other hand, Jay (2014) claimed that the manner in which school administrators include teachers during decision-making processes has an enormous impact on how well teachers perform. Principals' accurate allocation of duties instills in teachers an awareness of accountability, diligence, and dedication, which in return improves teaching performance. It was stated that if teachers receive direction with regard to how to carry out the allotted duties, they are going to grow more productive and efficient at doing so.

Previous research found a substantial link between teachers' supervisory effectiveness and dedication. These research studies, however, only examined the direct relationship between instructors' commitment and supervisory efficacy. As an illustration, Field and Buitendach (2011) state that employees' views of supervisors' leadership efficacy include enthusiasm, devotion, and absorption. Furthermore, Coetzee and Van Dyk (2017) discovered that teachers with high levels of supervisory effectiveness ends up more involved and passionate about their duties, thereby reducing discontent with the working atmosphere by a significant amount. Furthermore, unpublished research carried out by Yap (2020) discovered that supervisory

effectiveness played a role considerably to the variability of commitment among educators in Malita North District, Davao Occidental, accounting for 40.30% of total variability.

In a global standing point, Boyd et al. (2011) revealed that when given the choice, numerous teachers prefer to quit schools that serve low-income and underperforming students. Tadesse (2019) reported that nearly half a million teachers in the United States withdraw from their jobs on an annual basis. Based on Horng et al. (2009), retirement accounts for a mere sixteen percent of all teacher turnover at the school level. The other eighty-four percent of teacher turnover corresponds to teachers shifting across schools or quitting the profession completely. Furthermore, as Petty and Hill (2017) pointed out, among the few root causes of teacher turnover in this logistically difficult educational environment is a lack of commitment from the organization, which raises stress levels and impedes the alignment of position demands and competencies. Additionally, Hanselman et al. (2011) indicated that significant amounts of teacher turnover could potentially be costly and damaging to instructional cohesiveness in schools.

According to Delima (2015), a lot of teachers in Davao City, Philippines, have trouble with time management because they are demanded to not only make individual lesson plans as well as create teaching and classroom management techniques for an overwhelming number of classes, but also pick up administrative tasks swiftly, such as recording truancies and taking attendance and corresponding with parents, all alone. Furthermore, Mopal (2015) asserted that an extensive percentage of teachers allocated to depressed and underprivileged regions quit the profession and seek alternative employment simply because of a growing number of demands on their personal time. The research claims that managing parent conferences, attending staff meetings, and carrying out numerous other tasks are all regular tasks for teachers in addition to their instructional responsibilities and parental obligations.

Because of this, the researcher was motivated to use a structural equation model to close the research gap through carrying out a study in the Philippine context, specifically in Davao Central District, Davao City. To gain a greater grasp of the mediating role of symbolic leadership orientation on the relationship between teachers' supervisory effectiveness and commitment—a relationship that is shown to be scarce—the researcher specifically employed mediation analysis.

II. THEORETICAL/CONCEPTUAL FRAMEWORK

This research is based on Kouzes and Posner's (2012) Exemplary Leadership Theory, which comprises an array of principles addressing the duties of leadership and internal motivating factors required for leaders to demonstrate their self-efficacy. The leadership self-efficacy of school principals was examined in this study, with a focus on the following: initiating and leading change processes in groups; selecting effective followers and delegating responsibilities; developing and managing interpersonal relationships within the group; demonstrating awareness of oneself and self-esteem; stimulating people; and garnering consensus among the group members.

To bolster this argument, Balakrishnan et al. (2013) suggested that raising teachers' favorable perceptions of positive management efficacy raises workers' engagement levels, which in turn strengthens their dedication to the teaching profession. Resolving non-monetary drivers of an employee's engagement, such as communication, praise, relationship-building assistance from superiors and managers, involvement at work, collaborative behavior, and position clarity, can help teachers retain their jobs longer.

Also, Field and Buitendach (2011) proposed that the role of teacher's positive managerial efficacy also influenced organizational commitment of the teachers in terms of commitment to profession. The perception of teachers on managerial efficacy has predictive value for affective organizational commitment, hence, the careful tailoring of the institutions on any implementation program or initiative to address employees' relationship is essential (Beukes & Botha, 2013).

Figure 1 presents the conceptual framework of the study which helped the researcher summarize and briefly state the concept of the study. The independent variable is the supervisory effectiveness or the person's judgment that one can successfully exert leadership by setting a direction. The measures of supervisory effectiveness are leading change or the ability to search for opportunities; time management or the ability to complete task in minimum time requirement; building interpersonal relationship or the extent to which school head established good relationship with the people within the organization; awareness or the ability identify personal strength and weaknesses; and motivating students or the ability to envision the future (Bobbio & Manganelli, 2009).

The study's dependent variable is the teachers' commitment to teaching and their level of agreement with the decision-making process, as well as their level of effort in achieving the purpose of the decision. The indicators of commitment include being on time or able to complete tasks ahead of schedule; being dedicated or wanting to participate fully in the teaching-learning process; being loyal or believing in and accepting the school's objectives and values; being involved in the school to such extent that it allows teachers to further advance their professional lives; and being involved in the community and with internal stakeholders as well.
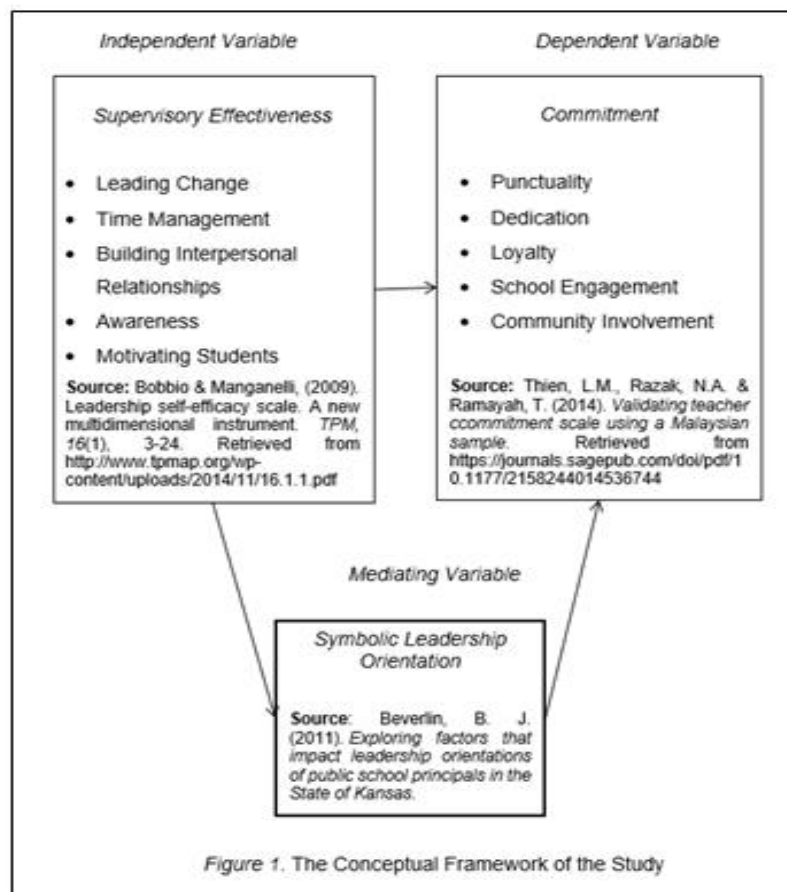
Fig. 1. The Conceptual Framework of the Study

III. STATEMENT OF THE PROBLEM

The primary objective of the study is to determine the mediating effect of symbolic leadership orientation on the relationship between supervisory effectiveness and commitment of the teachers in Davao Central District, Davao City. Specifically, the study intends to attain following objectives:

➢ What is the extent of supervisory effectiveness of the teachers in Davao Central District, Davao City in terms of:
- Leading change;
- Time management;
- Building interpersonal relationships;
- Awareness; and
- Motivating students?

➢ What is the extent of commitment of the teachers in Davao Central District, Davao City in terms of:
- Punctuality;
- Dedication;
- Loyalty;
- School engagement; and
- Community involvement?

➢ What is the extent of symbolic leadership orientation of school heads in Davao Central District, Davao City?
➢ Is there a significant relationship between teachers' supervisory effectiveness, commitment, and symbolic leadership orientation of school heads in Davao Central District, Davao City?

IV. METHOD

A. Research Design

To get data, thoughts, facts, and other information relevant to the study, the researcher used a quantitative non-experimental design and the correlational research technique. Bhandari (2020) defines quantitative research as a research technique which concentrates on quantifying data collection and analysis. According to Mackinnon (2019), mediation analysis is a statistical technique that measures the causal relationship that links an initial variable to a mediating variable, which in turn produces a dependent variable.

The interest of the study is to investigate whether symbolic leadership orientation mediates the relationship between teachers' supervisory effectiveness and commitment in Davao Central, Davao City. In mediation analysis defines the direct, indirect, and total effects in terms of the linear regression coefficients. The total effect is defined and estimated as the c coefficient and the direct effect is defined and estimated as the c' coefficient. The indirect effect is defined and estimated as the product of the a and b coefficients (ab) and as the difference between the c coefficient and the c' coefficient. In this study, the researcher made use of mediation analysis because it provides

information about the process by which an independent variable affects a dependent variable.

B. Research Respondents

The respondents of the study were the elementary school teachers in Davao Central District, Davao City. The researcher took the sample size for the selection of the respondents from the approximately 250 total numbers of teachers in the said elementary schools in Davao City. In this study, 198 respondents were selected through stratified random sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata (Salkind, 2020). Further, the 5 schools were the basis of the stratification.

In order to choose the study's respondents, a set of inclusion criteria were applied. The selection of respondents who can supply information to fulfill the study's goal is the main consideration. Therefore, the link to complete the survey was sent exclusively to permanent-regular elementary school teachers in Davao Central District, Davao City, who openly signed the ICF and were not subject to any administrative action. Furthermore, the study's scope was restricted to the nature of the issue as indicated by the research questions; as a result, the socioeconomic level and gender of the teachers were not taken into account.

C. Research Instrument

The study made use of adapted and modified survey questionnaires to suit the current investigation. The questionnaire is composed of three parts. The first part is about the supervisory effectiveness of the teachers adopted from the study of study of Bobbio and Manganelli (2009) indicated with leading change, time management, building interpersonal relationships, awareness, and motivating students. The Cronbach coefficient value for this instrument is 0.950 described as excellent, indicating high reliability and consistency among the items. More so, this questionnaire was subjected for content validity by panel of experts to test its validity and reliability.

By classifying all of the items for every dimension under every domain, the researcher made modifications to the questionnaire. The 5-Likert scale was utilized by the respondents when completing the questionnaire. The range of means, description, and interpretation provided below were used by the researcher as a reference to ascertain the teachers' level of supervisory effectiveness:

Table 1 Range of Means, Description, and Interpretation

Range	Descriptive Level	Interpretation
4.20-5.00	Very Extensive	The supervisory effectiveness of the teachers is always observed.
3.40-4.19	Extensive	The supervisory effectiveness of the teachers is oftentimes observed.
2.60-3.39	Moderately Extensive	The supervisory effectiveness of the teachers is sometimes observed.
1.80-2.59	Less Extensive	The supervisory effectiveness of the teachers is seldom observed.
1.00-1.79	Not Extensive	The supervisory effectiveness of the teachers is never observed.

The second part of the instrument concerns the teachers' commitment. This questionnaire is adapted from Thien et al. (2014) indicated punctuality, dedication, loyalty, school engagement, and community involvement. The Cronbach coefficient value for this instrument is 0.855 described as very satisfactory, indicating high reliability and consistency among the items. More so, this questionnaire was subjected for content validity by panel of experts to test its validity and reliability.

The questionnaire was altered by the researcher, who grouped all the items for every dimension under every domain. The 5-Likert scale was utilized by the respondents when answering the questionnaire. The researcher used the range of means, description, and interpretation listed below as a basis for assessing the level of commitment:

Table 2 Range of Means, Description, and Interpretation

Range	Descriptive Level	Interpretation
4.20-5.00	Very Extensive	Commitment is always manifested.
3.40-4.19	Extensive	Commitment is oftentimes manifested.
2.60-3.39	Moderately Extensive	Commitment is sometimes manifested.
1.80-2.59	Less Extensive	Commitment is seldom manifested.
1.00-1.79	Not Extensive	Commitment is never manifested.

The third part of the instrument concerns the symbolic leadership orientation of school heads. This questionnaire is adapted from the study of Beverlin (2011). The Cronbach coefficient value for this instrument is 0.837 described as very satisfactory, indicating high reliability and consistency among the items. Moreover, this questionnaire was subjected for content validity by panel of experts to test its validity and reliability.

The researcher modified the questionnaire by grouping all the items each dimension under each domain. In the manner of answering the questionnaire, the items the respondents made used of the 5-Likert scale. As a guide in determining the extent of

symbolic leadership orientation of school heads, the researcher made use of the range of means, description and interpretation as presented below:

Table 3 Range of Means, Description, and Interpretation

Range	Descriptive Level	Interpretation
4.20-5.00	Very Extensive	Symbolic leadership orientation of school heads is always evident.
3.40-4.19	Extensive	Symbolic leadership orientation of school heads is oftentimes evident.
2.60-3.39	Moderately Extensive	Symbolic leadership orientation of school heads is sometimes evident.
1.80-2.59	Less Extensive	Symbolic leadership orientation of school heads is seldom evident.
1.00-1.79	Not Extensive	Symbolic leadership orientation of school heads is never evident.

D. Data Analysis

The following were the statistical tools utilized by the researcher in processing the gathered data:

➤ *Mean*

This was useful in characterizing the teacher' supervisory effectiveness, commitment, and symbolic leadership orientation. This was used to supply the answer for objectives 1 2, and 3.

➤ *Pearson Product Moment Correlation*

It was used in this study to assess the significant relationship among independent (teacher' supervisory effectiveness), dependent (teachers' commitment), and mediating (symbolic leadership orientation) variables. It is a statistical measure that quantifies how strong of the linear relationship between two sets of data. It is typically indicated in a sample by r.

➤ *Structural Equation Model through Mediation Analysis*

It was applied to evaluate the mediating effect of symbolic leadership orientation on the relationship between teacher' supervisory effectiveness and commitment.

V. RESULTS AND DISCUSSION

A. Supervisory Effectiveness of the Teachers

➤ *Building Interpersonal Relationships.*

The category mean of 4.37 for this dimension in particular is understood as highly comprehensive, meaning that instructors' supervisory efficacy is always noticed when it comes to fostering interpersonal relationships. These items have mean ratings ranging from 4.19 to 4.56. With a mean rating of 4.19, the item "Changing the attitudes and behaviors of group members if they don't meet group objectives" is characterized as extensive and frequently noticed. Meanwhile, the item has a mean rating of 4.56, characterized as very extensive and understood as item always noticed. It can be used to set a new route for a group if the one now chosen appears not appropriate.

The result suggests that teachers' capacity to build positive bonds with those in the organization is constantly noted. This result is consistent with the theory put forth by Angelle and Teague (2014), according to which positive managerial conduct can be viewed as a dynamic organizational entity in which instructors' group behaviors foster connections and relationships among all students in the school, independent of their responsibilities.

Table 4 Extent of Supervisory Effectiveness of Teachers in Terms of Building Interpersonal Relationship

Statement	Mean	Descriptive Rating
Being able to set a new direction for a group, if the one currently taken doesn't seem correct to me.	4.56	Very Extensive
Changing the attitudes and behaviors of group members if they don't meet group objectives.	4.19	Extensive
Changing things in a group even if things are not completely under control.	4.36	Very Extensive
Mean	**4.37**	**Very Extensive**

➤ *Leading Change.*

Regarding leading change, it has a category mean of 4.18, which is characterized as extensive. This means that teachers in Davao Central District, Davao City, are frequently observed to be competent supervisors. The mean ratings of the various items range from 3.68 to 4.44, as may be shown. With a mean rating of 3.68, the item "Respecting the values of people from different cultures" is regarded as comprehensive and frequently observed. On the other hand, the item "Thinking people from different

cultures are also open-minded" has a mean score of 4.44, which indicates that it is a very extensive item that is consistently seen. As a result, teachers in Davao Central District, Davao City, frequently see the capacity to look for chances.

This research bolsters the argument made by Bobbio and Manganelli (2009) that the day-to-day operations of a classroom require students to be able to look for chances by looking for creative methods to adapt, grow, and improve; take risks; experiment and produce small wins; and learn from mistakes. Additionally, the results support Sacramento's (2013) assertion that businesses cannot meet the needs of the modern learning environment without flexibility and innovation. Furthermore, Loh and Nalliah (2010) claimed that those who are leading change possess character traits that inspire others to imitate their academic and personal development.

Table 5 Extent of Supervisory Effectiveness of Teachers In Terms of Leading Change

Statement	Mean	Descriptive Rating
Being able to set a new direction for a group, if the one currently taken doesn't seem correct to me.	4.41	Very Extensive
Changing the attitudes and behaviors of group members if they don't meet group objectives.	3.68	Extensive
Changing things in a group even if things are not completely under control.	4.44	Very Extensive
Mean	**4.18**	**Very Extensive**

➢ *Motivating Students.*

With a category mean of 4.14, this dimension is characterized as comprehensive and is understood as frequently observing management efficacies. Furthermore, the average ratings for the various items range from 3.31 to 4.79. With a mean value of 3.31, the item "being sure I can gain the consensus of group members and students" is categorized as moderately extensive and understood as something that is occasionally noticed. The items received a mean rating of 4.79, which was characterized as very extensive and translated as item is always noted. This is due to their ability to inspire and provide possibilities for any students to exercise their jobs or functions.

The result highlights how frequently teachers observe students' capacity for future vision. This result is similar with Thoe et al.'s (2010) findings, which show that motivation permits students to learn from the teacher while participating in the activity. Furthermore, the final result supports Saeed and Zyngier's (2012) assertion that student participation enhanced their ability to collaborate with others, fostering creativity, mystery, rest periods, and a sense of fortune.

Table 6 Extent of Supervisory Effectiveness of Teachers in Terms of Motivating Students

Statement	Mean	Descriptive Rating
Motivating the students to strive hard.	3.62	Extensive
Motivating the class and arouse their enthusiasm when starting a new lesson.	4.32	Very Extensive
Being able to motivate and give opportunities to any students in the exercise of their tasks or functions.	4.79	Very Extensive
Making the students I work with appreciate me.	4.67	Very Extensive
Being sure I can gain the consensus of group members and students.	3.31	Moderately Extensive
Mean	**4.14**	**Extensive**

➢ *Awareness.*

In terms of awareness, it has a category mean of 4.13, which is characterized as extensive. This means that instructors in Davao Central District, Davao City, are frequently observed to be effective supervisors. The mean ratings of the various goods range from 3.47 to 4.68, as may be shown. The item, "I am confident in my ability to get things done," received a mean value of 3.47, meaning it was deemed extensive and frequently seen. On the other hand, the item "being able to affirm their beliefs and values" has a mean score of 4.68, which indicates that it is a fairly extensive item that is consistently observed. As a consequence, teachers often observe pupils' ability to evaluate their own strengths and weaknesses. This research backs up Meador's (2019) assertion that an effective leader should be aware of each team member's unique strengths and shortcomings in order to help them construct personal development plans to address their shortcomings and use their abilities to influence others.

➢ *Time Management.*

With a category mean of 3.97, this dimension is considered extensive and indicates that instructors in Davao Central District, Davao City, frequently have effective supervisors. Furthermore, the average ratings for the various commodities fall between 3.58 to 4.38. The item "forcing myself to make time for planning" has a mean grade of 3.58, which indicates that it is a reasonably broad item that is frequently seen. The items, which I felt I was able to employ efficiently, received a mean rating of 4.38; they were characterized as extremely comprehensive and understood to be objects that are consistently noticed in Davao City's Central District.

Table 7 Extent of Supervisory Effectiveness of Teachers in Terms of Awareness

Statement	Mean	Descriptive Rating
Being able to identify my own strengths and weaknesses.	4.41	Very Extensive
Being confident in my ability to get things done.	3.47	Extensive
Knowing how to get the best out of the situations.	4.14	Extensive
Help group members to reach the group's targets with my experience and competence.	3.93	Extensive
Being able to affirm their beliefs and values.	4.68	Very Extensive
Mean	**4.13**	**Extensive**

The result emphasizes that the ability to complete tasks in minimum time requirement is oftentimes observed by the teachers. This result supports the study results of Field and Buitendach (2011), who found that being able to manage time effectively entails having a lot of energy, being mentally resilient, being deeply engaged, feeling like one has accomplished something, and absorption—being totally absorbed in one's work so that time goes by instantly while working.

Table 8 Extent of Supervisory Effectiveness of Teachers In Terms of Time Management

Statement	Mean	Descriptive Rating
Doing things in order of priority.	3.68	Extensive
Feeling that I was able to use my time effectively.	4.38	Very Extensive
Forcing myself to make time for planning.	3.58	Extensive
Preparing daily and weekly to do list.	4.13	Extensive
Mean	**3.97**	**Extensive**

Lastly, Table 6 shows the summary on the extent of supervisory of effectiveness of teachers in Davao Central District, Davao City. As shown in the table supervisory of effectiveness of teachers in Davao Central District in Davao City obtained an overall mean score of 4.14 which was described as extensive. Moreover, the table showed that supervisory of effectiveness of teachers in terms of building interpersonal relationships acquired the highest mean score of 4.37 which was described as very extensive and interpreted as always observed. Meanwhile, supervisory of effectiveness of teachers in terms of time management acquired the lowest mean score of 3.94 or extensive and interpreted as oftentimes observed by the teachers.

The result denotes that the teachers were able to bring the class work on attaining the common goal of the group. The teacher manages everything in the class by doing things in order of priority, and with proper planning. In addition, the teacher also exhibits positive attitudes and behaviors of group members that motivate the students to strive hard. The teachers were able to communicate with the students, going straight to the heart of the matter, and can get the best out of the situations. Therefore, it is anticipated that these practices will enhance the managerial efficacy of the teachers because they align with the perspectives of several authors (Hallinger & Heck, 2010; Heller & Firestone, 2011; Ho & Tikly 2012) who state that a high degree of managerial efficacy is defined by the capacity to carry out procedures that lead a group or individual member onto establishing objectives and success without the use of force or coercion. Instructors often guide their pupils toward achieving the class's overall educational objective.

Table 9 Summary on the Extent of Supervisory Effectiveness of Teachers in Davao Central District, Davao City

Statement	Mean	Descriptive Rating
Leading Change	4.18	Extensive
Time Management	3.94	Extensive
Building Interpersonal Relationships	4.37	Very Extensive
Awareness	4.13	Extensive
Motivating Students	4.14	Extensive
Mean	**4.14**	**Extensive**

B. Commitment of the Teachers

➢ *Loyalty.*

Thus, with a category mean of 4.41, the loyalty dimension as presented in Table 7 is characterized as quite broad. This indicates that the teachers' dedication and loyalty are frequently demonstrated. The various things have mean ratings ranging from 4.09 to 4.75. The item, thinking about the job to be done the next day while lying awake at night, had a mean value of 4.09, which is considered extensive and indicates that this item frequently materialized. Furthermore, the item with the mean rating of 4.75, "enjoying teaching learners despite hardships in coming to school," is evaluated as highly extensive and consistently displayed. The finding demonstrates how consistently the teachers' acceptance and belief in the school's objectives and core values are demonstrated. This finding aligns with the perspective of Thien et al. (2014), who stated that highly devoted instructors should participate in school-related events to meet the school's objectives, go above and beyond the call of duty, and continue to work for the organization.

Table 10 Extent of Commitment of the Teachers in Terms of Loyalty

Statement	Mean	Descriptive Rating
Being ambitious about being a teacher serving in the area where technology and other commercial comforts are deprived.	4.38	Very Extensive
Laying awake at night thinking ahead to the next day's work.	4.09	Extensive
Enjoying teaching learners despite of hardships in coming to school.	4.75	Very Extensive
Mean	**4.41**	**Very Extensive**

➢ *Community Involvement*

This domain as shown in Table 6 has a category mean of 4.16, characterized as broad, indicating that this specific area of devotion is frequently expressed. Furthermore, the various items' mean ratings range from 3.58 to 4.53. In particular, the item—which received an overall mean rating of 3.58 and was perceived as frequently manifested—relates to my sincere concern for the specific group in the community I serve. With a mean rating of 4.53, the item "participating in community activities allows me to learn things through direct, hands-on experience" is rated as extremely extensive and is understood as constantly manifesting.

This indicates that the teacher's capacity to interact with internal stakeholders and the community is frequently demonstrated. This finding is consistent with Beverlin's (2011) theory that firms require creativity, vigor, and skill to raise student accomplishment. Furthermore, the outcome supports the findings of Bodla and Nawaz (2010), who stated that in order to accomplish the goals and fulfill the mission of the school, teachers must value independence and regard and collaborate with other stakeholders, including school administration teams.

Table 11 Extent of Commitment of the Teachers in Terms of Community Involvement

Statement	Mean	Descriptive Rating
Volunteering in community activities makes me feel important.	4.38	Very Extensive
Being genuinely concerned about the particular group in the community I am serving.	3.58	Extensive
Being involve in community activities lets me learn things through direct, hands on experience.	4.53	Very Extensive
Mean	**4.16**	**Extensive**

➢ *School Engagement.*

Table 9 shows an extensive category mean of 3.87, indicating frequent manifestation. Interestingly, the various goods' mean ratings varied from 3.50 to 4.09. The table also shows that, with a mean rating of 3.50—which is characterized as extensive and regarded as frequently manifesting—the item "Choosing teaching even if I could get a job different from being a teacher and paying the same amount" is further revealed. In contrast, the item "Still choosing to work in the teaching profession if I could do it all over again" has a mean rating of 4.09, which is considered extensive and indicates that the item frequently materialized. This implies that teachers' ability to advance their careers frequently shows through in their work. The outcome supports the theory put forth by Thien et al. (2014), according to which a teacher's psychological connection to their career is a key component of their dedication to their profession and is linked to their sense of personal fulfillment in their role as educators.

➢ *Dedication.*

According to Table 10, commitment receives an extensive category mean of 3.84, indicating that it is frequently reflected in terms of dedication. Interestingly, the various things' mean evaluations varied from 3.41 to 4.29. The chart also indicates that the item Feeling obligated to mediate between the learners' opposing parties has a mean score of 3.41, which is characterized as extensive and interpreted as frequently displayed. A mean rating of 4.29 indicates that the item "Believing It is my responsibility to ensure good social relations among my learners coming from minority tribes" is highly extensive and is interpreted as always manifesting.

Table 12 Extent of Commitment of the Teachers in Terms of School Engagement

Statement	Mean	Descriptive Rating
Choosing teaching even if I could get a job different from being a teacher and paying the same amount.	3.50	Extensive
Still choosing to work in the teaching profession if I could do it all over again.	4.09	Extensive
Being proud that I ever entered the teaching profession.	4.02	Extensive
Mean	**3.87**	**Extensive**

According to the findings, a teacher's desire to participate in teaching-learning processes is frequently evident. This finding is consistent with Moolenaar et al. (2012)'s assertion that teachers should be more willing to put in a further effort to provide successful instruction, to demonstrate greater excitement for the material, and to give students more time. The results also corroborate Mulder's (2010) assertion that an educator's dedication is embodied in integrated action proficiencies, which are composed of knowledge structures in the forms of cognitive, interactive, emotional, and, when required, psychomotor skills, as well as beliefs and principles that are essential for carrying out tasks, resolving conflicts, and, more broadly, functioning in a given organization, position, or role.

➤ *Punctuality.*

According to Table 11, this domain has an extended category mean of 3.76, indicating that it is a frequently exhibited area of commitment. Furthermore, the various items' mean ratings span from 3.63 to 3.95. In particular, the item, finishing tasks ahead of schedule, received a mean rating of 3.63, was characterized as thorough, and was understood to frequently manifest.

Table 13 Extent of Commitment of the Teachers in Terms of Dedication

Statement	Mean	Descriptive Rating
Believing that all learners coming from mountainous areas can succeed and it is my mission to ensure their success.	3.82	Extensive
Believing It is my responsibility to ensure good social relations among my learners coming from minority tribes.	4.29	Very Extensive
Feeling obliged to mediate among the rival groups of the learners.	3.41	Extensive
Mean	**3.84**	**Extensive**

With a mean value of 3.95, the item "believing that my service in school leads to a great change among the learners" is characterized as extensive and regarded as frequently manifesting. This indicates that teachers frequently demonstrate their capacity to complete assignments ahead of schedule. The outcome is consistent with Lin and Wang's (2012) assertion that dedicated educators showed a readiness to put in a lot of effort toward achieving organizational objectives and complete tasks ahead of schedule. Furthermore, this supports the finding by Simonson et al. (2017) that behavior can be more accurately predicted by punctuality.

Table 14 Extent of Commitment of the Teachers in Terms of Dedication

Statement	Mean	Descriptive Rating
Getting things done ahead of time.	3.63	Extensive
Being satisfied with the way I make use of my time.	3.72	Extensive
Believing that my service in school leads to a great change among the learners.	3.95	Extensive
Mean	**3.76**	**Extensive**

The summary of the level of dedication exhibited by Davao Central District, Davao City instructors is finally shown in Table 12. According to the table, the teachers' level of commitment received a detailed descriptive evaluation and an overall mean score of 4.01. According to the respondents, teachers' commitment is frequently demonstrated. Furthermore, as the table shows, loyalty commitment received the highest mean score of 4.41, indicating that the domain was consistently demonstrated and described as highly comprehensive. When it came to punctuality, on the other hand, commitment received the lowest mean score of 3.76, meaning that it was considered extensive and frequently demonstrated.

The finding suggests that teachers frequently express their pride in joining the teaching profession. This result supports the findings of Kiral and Kacar (2016), who claimed that devoted instructors had the following traits: they want to stay in the organization, gladly struggled for the organization's cause, and accepted and believed in the goals and values of the school. According to Richards (2014), commitment refers to a teacher's aspirations and perseverance in creating in order to achieve the goals of the school.

Table 15 Summary on the Extent of Commitment of the Teachers in Davao Central District, Davao City

Statement	Mean	Descriptive Rating
Punctuality	3.76	Extensive
Dedication	3.84	Extensive
Loyalty	4.41	Very Extensive
School Engagement	3.87	Extensive
Community Involvement	4.16	Extensive
Mean	**4.01**	**Extensive**

C. Symbolic Leadership of School Heads

A mean score of 4.07, deemed substantial, is displayed in Table 13 about the school heads' symbolic leadership orientation in Davao Central District, Davao City. Between 3.31 to 4.79 are the items' mean ratings. A mean grade of 3.31 indicates that the item is somewhat extensive, meaning it is occasionally noticeable. This item serves as a significant model of corporate ambitions and values. The item, on the other hand, receives a mean rating of 4.79, indicating that it is perceived as highly extensive and always obvious, and seeing beyond the present to create exciting new chances.

Table 16 Summary Table on the Extent of Symbolic Leadership Orientation of the Teachers in Davao Central District, Davao City

Statement	Mean	Descriptive Rating
Inspiring others to do their best.	3.99	Extensive
Being highly charismatic.	4.01	Extensive
Being able to be an inspiration to others.	3.88	Extensive
Being highly imaginative and creative.	3.62	Extensive
Communicating a strong and challenging sense of vision and mission.	4.32	Very Extensive
Seeing beyond current realities to generate exciting new opportunities.	4.79	Very Extensive
Generate loyalty and enthusiasm.	4.67	Very Extensive
Serve as an influential model of organizational aspirations and values.	3.31	Moderately Extensive
Mean	**4.07**	**Extensive**

In summary, the data points to the prevalence of the leadership framework, which highlights the loose connection between meaning and behavior. The results support Tschannen-Moran's (2013) assertion that high levels of trust between school administrators and teachers can be achieved by addressing teachers with dignity and concern, establishing clear and acceptable expectations, and being honest with them. The study also supports Jay's (2014) findings, which indicate that teachers' performance is significantly impacted by the way administrators involve them in decision-making at their schools. The effective delegation of responsibilities by principals to teachers fosters in them a sense of accountability, diligence, and dedication, all of which improves teacher performance.

D. Relationship among Supervisory Effectiveness, Commitment, and Symbolic Leadership Orientation

The analysis of the correlation between instructors' commitment, managerial efficacy, and symbolic leadership orientation is provided. The association between the variables was ascertained by applying Pearson product moment correlation in bivariate correlation analysis.

Table 14, on the other hand, demonstrates a significant positive association between managerial efficacy and teachers' commitment, with a p-value of.000, which is less than the two-tailed.05. ($r =.943$, $p < 0.05$). This implies that teacher commitment varies dramatically along with variations in the degree of administrative efficacy. As a result, the null hypothesis—that there is no meaningful correlation between administrative efficacy and teacher commitment—is rejected. The results corroborate the theory put forward by Balakrishnan, Masthan, and Chandra (2013), which holds that raising teachers' favorable perceptions of positive management efficacy raises workers' engagement levels, which in turn strengthens their dedication to the teaching profession. According to the authors, non-monetary variables including communication, recognition, supervisor support (relationship), work engagement, teamwork, and position clarity can all increase an individual's readiness to teach.

One way to interpret the results is that there is a substantial positive association (p-value of.00) between teachers' supervisory effectiveness and their symbolic leadership orientation, below the alpha threshold of.05. ($r = 0.865$ $p < 0.05$). This implies that there will be a major shift in the degree of symbolic leadership orientation in tandem with any changes in supervisory efficacy. As a result, the null hypothesis—that there is no meaningful correlation between symbolic leadership orientation and supervisory effectiveness—is rejected. The results support Aunga and Masare's (2017) assertion that a school head should possess the following attributes: cultivating an atmosphere of high standards for both teachers and students, promoting collegial and collaborative leadership, and fostering dedication. Furthermore, the findings support Martin et al. (2012)'s hypothesis that teachers with a high

level of management efficacy think that teachers overall may impact student learning, resulting in less stress situations and greater commitment to the teaching profession.

Table 17 Relationship among Supervisory Effectiveness, Commitment, and Symbolic Leadership Orientation

Variables	Commitment	Symbolic Leadership Orientation
Supervisory Effectiveness	0.943** 0.000	0.865** 0.000
Commitment	1	0.859** 0.000

The study's findings illustrate a substantial beneficial association between the instructors' commitment and symbolic leadership orientation, with a p-value of .00 less than the alpha set at .05. (r = 0.859 p<.05). This implies that instructors' commitment will also alter dramatically if there is a shift in the degree of symbolic leadership orientation. This results in the rejection of the null hypothesis, which states that there is no meaningful correlation between teachers' commitment and symbolic leadership orientation. This data backs up Maicibi's (2010) assertion that effective delegation improves productivity, motivation, and work performance.

E. Mediating Effect of Symbolic Leadership Orientation on the Relationship Between Supervisory Effectiveness and Commitment of the Teachers

Through the use of the structural equation model and mediation analysis, the mediating role of symbolic leadership orientation on the link between the teachers' commitment and supervisory effectiveness was examined using JASP software. As indicated by the estimate value of 0.963 and p<0.05, results in Table 15 demonstrate the considerable overall impact of supervisory efficacy, the independent variable, on commitment, the dependent variable in this study. On the one hand, the table showed that there is a substantial direct influence of supervisory efficacy on teachers' commitment, as evidenced by the estimate value of 0.124, p<0.05. Finally, as demonstrated by the estimate value of 0.839 and p<0.05, the impact of supervisory effectiveness on the commitment of teachers with symbolic leadership orientation as mediator is substantial. Consequently, there is no mediation of the association between supervisory effectiveness and symbolic leadership orientation, which is the null hypothesis.

Furthermore, the table presents the findings from the calculation of the effect size in the three-variable mediation test. The effect size quantifies the portion of the indirect path's influence on the supervisory effectiveness's impact on instructors' commitment. As can be seen in the figure, the ratio index equals 0.390, meaning that approximately 39.00 percent of the total impact of the independent variable on the dependent variable is mediated by the mediator variable and approximately 61.00 percent is caused by other variables that are not part of the model.

The mediation model in Figure 2 was created using mediation analysis. The existence of a link between these factors contributes to resilience's major function as a mediator in the relationship between teachers' commitment and supervisory effectiveness. This study highlights the fact that teacher dedication and supervisory efficacy are positively correlated with resilience, an indisputable component.

The fact that there is a relationship between these factors indicates the important role that symbolic leadership orientation plays as a mediator in the relationship between teachers' commitment and supervisory effectiveness. The present study highlights the indisputable correlation between the symbolic leadership orientation and the supervisory effectiveness and commitment of teachers.

Table 18 Mediating Effect of Symbolic Leadership Orientation on the Relationship between Supervisory Effectiveness and Commitment of the Teachers in Davao Central District, Davao City

Effect Type	Path	Estimate	Std. Error	z-value	p-value
Indirect Effect Components	SE → SLO→ Com	0.160	0.045	3.557	0.000
Direct Effect	SE → Com	0.249	0.035	7.152	0.000
Total Effect	SE → Com	0.410	0.056	7.360	0.000
Ratio Index = 0.390					

[a]Legend: SE=Supervisory Effectiveness, Com=Commitment, SLO=Symbolic Leadership Orientation

The findings are consistent with those of Balakrishnan et al. (2013), who stated that a higher level of favorable perception among instructors on the competence of their supervisors raises the engagement level of working individuals, which in turn improves their commitment to the teaching profession.

Additionally, Field and Buitendach's (2011) theory that teachers' organizational commitment to their profession was influenced by their supervisory efficacy is supported by the results. Finally, the outcome supports the hypothesis put forward by Beukes and Botha (2013), according to which teachers' assessments of managerial efficacy are predictive of affective organizational commitment.
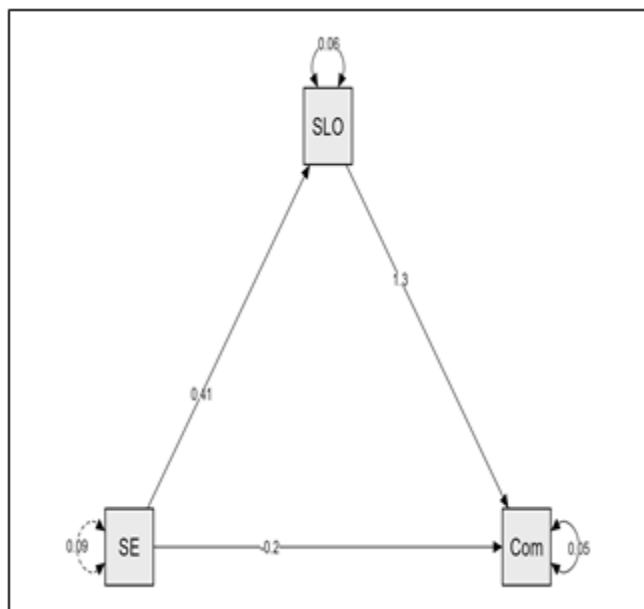

Fig. 2. The Mediation Model

VI. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the findings of this study and within the limitations and restrictions (such as survey questionnaire and number of participants), several conclusions are generated.

First off, it was said that Davao Central District instructors in Davao City had extensive supervisory effectiveness. Managerial efficacy is rated highly in terms of fostering change, managing time well, fostering connections with others, raising awareness, and inspiring students. However, managerial effectiveness in fostering connections between people falls into a fairly broad rating.

Second, the dedication of the educators in Davao City's Central District received high marks. On the one hand, extensive ratings include commitment in the areas of community involvement, school engagement, loyalty, and timeliness. However, loyalty in terms of dedication received a very high rating.

Third, the extent of symbolic leadership orientation of school heads in Davao Central District, Davao City acquired an extensive rating.

Fourth, committed teachers and school administrators with a symbolic leadership orientation have a good and significant link with supervisory effectiveness. The dedication of teachers in Tugbok District is positively correlated with the symbolic leadership orientation of school heads.

Finally, school leaders' symbolic leadership orientation modulates the association between supervisory effectiveness and teacher engagement in Davao Central District, Davao City.

B. Recommendations

The researcher recommends that school administrators may endeavor to provide public elementary teachers with seminar workshops in order to give the teachers adequate background and knowledge, and usable information to improve their managerial efficacy. By improving teachers' managerial efficacy, their belief that they may bring a positive difference will be an influential factor in the success of their students.

Additionally, the current study ought to be repeated among particular instructor populations inside educational institutions. Initially, elementary instructors from a variety of schooling contexts and geographically challenged schools were polled for the current study. An additional study may look into teacher commitment as it was experienced by teachers in particular contexts, such as junior high school, senior high school, SPED, and ALS education. The reality of teacher dedication among elementary school teachers could vary from that of secondary school teachers at higher education levels in terms of manifestation.

Furthermore, the researcher suggests that school heads should conduct performance reviews regularly. The commitment of the teachers is essential to measure teachers' performance, thus, school should hold individual meetings to let them know where they are excelling, and what areas they need to work on.

Ultimately, since only 39.00 percent of the overall effect of the independent variable on the dependent variable passes through the mediator variable, researchers should carry out more research on the element which could help explain the association between supervisory effectiveness and commitment.

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