

Human Resource Management Practices and Leadership Styles as Predictors of Teacher Commitment among Private Secondary Teachers in the Province of Surigao Del Sur: A Convergent Design

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A Dissertation Presented to
The Faculty of the Graduate School University of the Immaculate Conception Davao City

In Partial Fulfillment
of the Requirements for the Degree Doctor of Philosophy in Education major in Educational Leadership

Publication Date: 2025/03/27

How to Cite: Adrian C. Nuñez. (2025). Human Resource Management Practices and Leadership Styles as Predictors of Teacher Commitment among Private Secondary Teachers in the Province of Surigao Del Sur: A Convergent Design. *International Journal of Innovative Science and Research Technology*, 10(3), 1115-1119. <https://doi.org/10.38124/ijisrt/25mar766>.

APPROVAL SHEET

This dissertation titled, “HUMAN RESOURCE MANAGEMENT PRACTICES, LEADERSHIP STYLES AS PREDICTORS OF TEACHER COMMITMENT AMONG PRIVATE SECONDARY TEACHERS IN THE PROVINCE OF SURIGAO DEL SUR: A CONVERGENT DESIGN,” of the University of the Immaculate Conception prepared and submitted by **ADRIAN C. NUÑEZ in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education major in Educational Leadership has been examined and is recommended for approval and acceptance.**


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May 2023

ACKNOWLEDGEMENT

This research undertaking is based on numerous works of great men all over the world. Such a complex project cannot take place without the *commitment* of those who came and worked before the researcher came to existence. It was indeed a pleasure learning; how many scholars so deeply and generously offered their assistance ceaselessly.

To the researcher's adviser, Dr. Avee Joy B. Dayaganon, whose indomitable spirit and generosity helped every detail of the study come to reality;

To the technical panel, chaired by Dr. Renan P. Limjoco, and members, Dr. Sylvia J. Pidor, Dr. Danilo G. Baradillo, Dr. Mona Laya, and Dr. Marleonie M. Bauyot, for their expertise in navigating the complexities of this study;

To the Pillars of the University of the Immaculate Conception for the unforgettable academic experience, by exhibiting a culture of excellence;

To the extended family and friends, whose inspiration will never be counted out, but decorated the researcher's life in the best way; and

To the most important contributor of this book, the *Andres Soriano Colleges of Bislig, Inc.*, represented by the School President Dr. Paciencia M. Malazarte, for taking a huge part in believing that the researcher is worth the doctorate title; and

To the researcher's immediate family, for the moral and spiritual support since the commencement of the doctorate journey;

To the Dean of the Graduate School, Dr. Avee Joy B. Dayaganon, for moving heaven and earth for the successful school year and the coming years ahead; and

To God our Father in heaven, for His immeasurable spiritual guidance whose words emanate in the scripture of every PhD student's life.

ACN

ABSTRACT

Amidst educators' daily challenges, teacher commitment remains an unwavering force that fuels the pursuit of excellence, ensuring optimal learning experiences and fostering student success. This study utilized mixed methods approach, specifically a convergent design, to determine the influence of human resource management practices and leadership styles on teacher commitment. The study participants were the teachers from the private secondary schools in the Province of Surigao del Sur, which were chosen using cluster sampling according to municipality/city during the quantitative phase and purposively selected in the qualitative phase. Further, adapted survey tools with a Five-point Likert Scale and an interview guide were used to extract data relative to the research questions. The mean, standard deviation, and linear regression were used as statistical tools. In the qualitative phase, core ideas and thematic analysis were employed to generate the essential themes. The quantitative and qualitative data were collected at the same time then the analysis of the data followed. Results showed that the status of leadership styles was very high while the human resource management practices were high. The status of teacher commitment was always evident.

Furthermore, as regards the relationship of variables, the study revealed that human resource management practices do not have a significant relationship with teacher commitment. At the same time, the leadership styles were significantly correlated with teacher commitment. In the qualitative phase of the study, eight themes were formed based on participants' lived experiences regarding teacher commitment: empower connections, innovative instructional approaches, judicious discipline and guidance, task-oriented excellence, continuous professional growth, conscientious dedication, institutional loyalty, and collaborative harmony. In addition, six themes were generated from the insights shared by the participants regarding the beliefs and attitude on teacher commitment: positive climate, catalyzing leadership, engaged empowerment, unwavering mastery, innovative pedagogies, and empowering potentials. Finally, the result of the merging of quantitative and qualitative findings produced merging-converging nature on the human resource management practices and teacher commitment and significant influence of the study variables while merging-expanding for the leadership styles.

Keywords: Education, Leadership, Human Resource Management Practices, Leadership Styles, Teacher Commitment, Convergent Design, Philippines.

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CHAPTER ONE INTRODUCTION

A. Background of the Study

The common notion of teacher commitment, as described and understood by Altun (2017), effectuates an internal driving force that derives teachers from investing more time and energy in keeping up involvement in the school, which is evident, particularly in the student achievement, their desire to become good teachers and meeting professional responsibilities (Hariri & Sumintono, 2020). The fluctuating status of teacher commitment in public and private schools has challenged the education system worldwide. Teacher commitment towards their school, students, profession, and co-teachers or workgroups can always be maintained. However, certain factors contribute to the rise and fall of teacher commitment from a personal or professional standpoint, brought about by actions, events, or situations that are either expected or unprecedented. Schools may have state-of-the-art facilities, buildings, libraries, and curricula that fit the community's needs. However, the whole program will only be effective and useful if teachers feel they need to be more open to their duties and responsibilities (Naik & Singh, 2013).

Further, in the United States of America, there is also a growing concern about the commitment of teachers to their profession. A survey by the Learning Policy Institute (2017) claims that the US has relatively high teacher turnover rates. Ninety percent of the open position are created by teachers who leave the profession. The survey found several reasons; 25 percent is due to a lack of administrative support, lower salaries, and lack of opportunities for advancement, to name a few (Darling-Hammond & Carver-Thomas, 2017). Furthermore, a survey by the National Education Association (2022) revealed that sixty-one percent of teachers in the US cited a lack of support from school administration as the main reason why 45 percent reported having high-stress levels several days a week. These alarming statistics demonstrate the critical need for stronger resources and support for US teachers to maintain their dedication to their work and guarantee at-par instruction for all learners.

Meanwhile, in North America, 1,327 Canadian teachers confirmed that they are less committed to their profession, and the students are caused by ignoring teacher welfare (Doucet et al., 2020). According to the survey, several issues contribute to this lack of commitment, including heavy workloads, a shortage of resources and support, and low pay. The study also discovered that many teachers need a feeling of purpose and fulfillment in their work and feel disengaged from it. These alarming statistics demonstrate the critical need for stronger resources and support for teachers in Canada in order to maintain their dedication to their work and guarantee high-quality instruction for all pupils (Sokal et al., 2021).

Subsequently, the Organisation for Economic Cooperation and Development (OECD, 2019) found that France had a low teacher commitment to their profession, as exhibited by a high attrition rate, with about 12 percent of teachers quitting their jobs annually. Low wages, hefty workloads, and a lack of opportunities for professional growth are just a few of the variables the survey cited as contributing to this high teacher turnover rate (OECD, 2019; Caille & Guegnard, 2018). In addition, a study by Agyapong et al. (2022) revealed that 36 percent of teachers cited a severe workload as the main source of their stress at work, as confirmed by 67 percent of teachers.

Moreover, numerous studies have shown a deterioration in teacher commitment in Tanzania. A focus group research by Mkumbo (2012) found a devastatingly low teacher commitment from 24 groups from a government school. Also, Mwesiga and Okendo (2018) discovered that public secondary schools in Kagera Region have low teaching commitment due to poor training, low salaries, poor working environment, and lack of motivation. Moreover, as a follow-through, Mwamatandala et al. (2020) found that government secondary schools have low levels of teacher commitment.

Teacher commitment has been causing rough waters in the education system in the Philippines. Research by the Philippine Institute for Development Studies (PIDS) found that the country's teacher turnover rates are relatively high, with almost 10 percent of teachers quitting their jobs yearly (Tan, 2021). Low pay, demanding workloads, and a lack of opportunities for professional growth are just a few of the variables the study identified as contributing to this high teacher turnover rate. Additionally, 76 percent of public school teachers in the Philippines reported feeling stressed out at work, with a heavy workload cited as the main culprit by 72 percent of respondents (Teachers' Dignity Coalition, 2022).

On the one hand, Filipino learners consistently rank lowest in reading comprehension and second lowest in math and science among the 79 countries assessed by the Programme for International Student Assessment (PISA) (Inquirer.net, 2019). This worrisome international performance aligns with our National Achievement Tests (NAT) outcomes in recent years. In 2018, Grade 6 pupils achieved a national mean percentage score of only 37.44, representing the lowest score in NAT history. The decline is evident when comparing it to the 70.88 scores achieved in 2015, which plummeted to 42.03 in 2016 and further declined to 39.95 in 2017. According to some experts, one reason for this fall in student accomplishment may be teachers' lack of commitment to their students and their profession (Dela Cruz, 2017; Santos, 2018).

On the other hand, in Davao City, there is growing concern about the decreasing commitment of teachers to their profession. There has been a noticeable rise in teachers who need to adapt to new teaching and learning methods in the 1,340 respondents, where the study found a high level of crisis in teachers' self-efficacy (Baloran & Hernan, 2020). In a separate study among public secondary teachers in Davao, the research also mentioned that many teachers, with more or less 10 years of service, in the city have not attended and have no plans to attend graduate studies, which may lead to a lack of dedication to their work and students (Baog & Cagape, 2022).

Equally important, investing in human resource management (HRM) practices that foster collaboration among teams of teachers is crucial for driving educational improvements and innovations (Bouwman et al., 2017). To encourage collaboration, schools can implement team-oriented HR practices, such as selecting team members based on their interpersonal skills and willingness to work collaboratively, evaluating teams by acknowledging and encouraging the attitudes and behaviors essential for achieving team goals and providing opportunities for collaboration. As a result, teachers shift their focus from individual tasks to team goals, leading to improved team performance in innovation and efficiency. Achieving this transformative shift can significantly impact educational outcomes (Alqudah et al., 2021).

In addition, Herlina et al. (2022) highlighted in our case that teacher commitment is one of the indicators of success in implementing strategic human resource management practices. Olaivar and Loayon (2022) stated that highly committed teachers demonstrate teaching by accepting responsibility for pupil learning and behavior once HRM practices are established. Moreover, the teachers in the Narok North sub-county pointed out that most HRM practices, like performance appraisal and fringe benefits, stimulate teacher commitment, unlike the study conducted by Mampane (2012) in South Africa, where teacher commitment has been challenged as a result attributed to low satisfaction due to meager salaries. In this case, proper implementation of HRM practices gears teachers into committing to the teaching profession.

Although no singular leadership style is always appropriate, according to Tedla et al. (2021), the study of Chirchir (2014) showed that the combination of transformational and transactional leadership attributes brings out the best influence on teachers' commitment. Additionally, McDonald (2021) stated that the main goal of leadership style is to help teachers perform to the best of their abilities, which is evidence of teacher commitment. Tadesse (2019) exemplified that mentoring inexperienced teacher's influence commitment among new teachers. At any rate, how teachers see leadership styles towards their head, teachers is a way to empower, inspire and motivate them to achieve high academic performance in their students (Amutabi, 2019). Given the preceding study, research studies identified that human resource management practices and leadership styles have a bearing on teacher commitment (Ambrose, 2017).

The researcher aimed to fill the geographical gap in teacher commitment research in the Province of Surigao del Sur using a mixed methods approach, as previous studies applied quantitative and qualitative methods. As a Human Resource Head, using HRM practices and leadership styles as variables, the study sought to predict teacher commitment in private schools, as motivated by the researcher's background in human resource management.

The human resource officers and other department heads are believed to work together to keep their teachers committed. The result of this undertaking may be useful to other researchers, especially administrators and teachers working in the human resource administration field. Further, the result of the study will provide the HRM officers and school heads with quantitative and qualitative inputs in determining the domains that need to be addressed to improve teacher commitment.

The findings of this investigation will be presented to private schools during the public forum and public symposia, national and international conferences, and other stakeholder events. Afterward, the study results will be published in international peer-reviewed academic journals to be immersed in the existing body of knowledge and used for further collaboration and utilization of results.

A. Worldview and Theoretical Lens

School leaders, often called school heads, have bigger roles in the overall operation of the school. As a teacher in a private school for 12 years and, at the same time, an HRM officer since 2019, the researcher has seen teacher commitment being challenged as affected by fewer teachers who took graduate and post-graduate studies, high transfer rate to the public schools and struggling performance of students in terms of academics. Moreover, it is for the same reason that the researcher believes that HRM practices in schools and the leadership styles of school heads are crucial factors that affect the depleting level of dedication and enthusiasm of teachers, especially those in private schools.

As a pragmatist, the researcher in this study sought to understand the impact of HRM practices and leadership styles on teacher commitment in private schools. According to Creswell and Creswell (2018) pragmatists view the world as non-absolute; therefore, researchers using this approach use various data collection methods, including quantitative and qualitative sources, to address research problems.

Mixed methods research is based on the pragmatic worldview, which combines quantitative and qualitative assumptions (Creswell, 2018). It emphasizes actions, situations, and consequences over antecedent situations and promotes methodological and epistemological pluralism. Pragmatism enables using multiple methods, diverse worldviews, assumptions, varied data collection methods, and various forms of analysis (Creswell & Creswell, 2018).

The study was anchored on two models, namely: the **Zinger Model** by David Zinger (2009) and the **Full-Range Leadership Model** (FRLM) by Bass and Avolio (1991); Serrat (2020). The main concept of these models is to acknowledge the contributions of human resource management practices and leadership styles of school heads to increase teacher commitment.

The Zinger model is a framework that highlights the critical components of employee engagement. It emphasizes aligning individual strengths, values, and organizational culture to foster engagement. This model consists of four interconnected elements: meaningful work, authentic relationships, supportive supervision, and growth opportunities, all of which contribute to a holistic understanding and cultivation of employee engagement (David Zinger, 2009).

Further, in the context of private schools and teacher commitment, the Zinger Model can provide insights into the factors that contribute to or detract from teacher commitment. This model will serve as the blueprint by which the status of HRM practices of schools and the leadership styles of school heads can be understood as predictors in enhancing the main problem of teacher commitment. Further, this framework will discuss resolutions regarding social support, including relationships with colleagues and leadership, which can also significantly affect teacher commitment. Positive social support, such as recognition and appreciation, can contribute to a sense of belonging and commitment to the organization. Work-life balance, such as flexibility in scheduling and workload, can also be critical in fostering commitment, as teachers often have demanding personal lives and responsibilities outside of work.

Furthermore, private schools can develop HR practices and leadership styles that promote teacher commitment by considering these four factors. For example, providing teachers with professional development opportunities and leadership support can help them manage job demands and foster commitment. Positive relationships and a supportive work environment can promote social support and work-life balance, contributing to commitment. Overall, the Zinger Model can be a valuable tool for understanding the complex factors contributing to teacher commitment in private schools and developing effective HR practices and leadership styles supporting teacher commitment and retention.

Another model where this study was anchored is the Full-Range Leadership Model (Bass and Avolio, 1991); Serrat, 2020), which identifies three key leadership styles: transformational, transactional, and laissez-faire. Transformational leadership is characterized by leaders who inspire and motivate their followers, challenge them to think creatively, and encourage them to develop their skills and abilities. Laissez-faire leadership is characterized by a hands-off approach, with minimal guidance and direction. Transactional leadership, on the other hand, emphasizes clear expectations, rewards and punishments, and a focus on achieving specific goals.

The Full-Range Leadership Model, on the one hand, provides insights into the leadership styles that are most effective in fostering teacher commitment. In this case, private schools must analyze and develop leadership approaches that promote teacher commitment by considering the different leadership styles. For instance, transformational leadership, emphasizing inspiration, motivation, and intellectual stimulation, is positively associated with teacher commitment. Transactional leadership can also foster commitment, particularly in providing teachers with clear expectations and rewards for meeting those expectations. However, too much focus on transactional leadership may lead to a lack of creativity and innovation among teachers. Laissez-faire leadership, with its hands-off approach, is generally not conducive to fostering teacher commitment, as it can lead to feelings of neglect and lack of support among teachers.

In summary, the management role of HRM officers and school heads or leaders surpasses classroom supervision on instruction. In the purview of this study, school managers take active participation in keeping the commitment of teachers high to perform duties and responsibilities to the best of their abilities. Accordingly, the Zinger and Full-Range Leadership Model understand the importance of combining HRM practices and leadership styles to improve teacher commitment.

B. Audience

The target readers of this research undertaking included scholars in academic institutions who acted as advisers, technical panel members, and ethics committee members. These significant people provided guidance and expertise throughout the process of completing the dissertation by offering valuable insights, feedback, in-depth scrutiny, and exchanges of scholarly and brilliant scientific ideas on the overall content by assessing the quality of the dissertation.

Also, the people who will be expected to be interested in this research are the private secondary teachers who acted as the participants of this study, along with the school administrators and school heads who have allowed the researcher to conduct the survey

and interview in their schools, to get an understanding of the importance of teacher commitment under the lens of human resource management practices and leadership styles. More importantly, future researchers, research conference organizers, research editors, and especially those who work in human resource management offices, may find this study valuable in unlocking the hidden truths about teacher commitment, which is pertinent in providing students with quality education and instructional leadership they need in their academic years in schools.

C. Purpose Statement

This study addressed the teacher commitment in the private secondary schools in the Province of Surigao del Sur as predicted by HRM practices and leadership styles using mixed methods, specifically the convergent design, wherein adapted survey questionnaires were used in the quantitative phase and guide questions in in-depth interviews (IDI) and focus group discussion (FGD) for the qualitative phase. The convergent mixed methods were used; it is a type of design in which qualitative and quantitative data are collected in parallel, analyzed separately, and then merged.

In the quantitative phase of the study, a descriptive-correlational design with adapted survey questionnaires was used to gather data from teachers of private secondary schools in the Province of Surigao del Sur to determine the significance of the influence of HRM practices and leadership styles toward teacher commitment. While in the qualitative phase, the phenomenological design was used to explore the participants' lived experiences regarding teacher commitment. The quantitative and qualitative findings were corroborated to explain better how the study variables influenced teacher commitment.

Figure 1 presents the study's theoretical framework, which exhibits a Venn diagram with overlapping circles about the inquiry worldview, substantive content theories, and subjectivity statement. The substantive content circle from the left contains the models by which the study was anchored, namely: the Zinger Model of David Zinger (2009) and the Full-Range Leadership Model (FRLM) by Bass & Avolio (1991).

The circle to the right shows the pragmatic worldview to hypothesize the research concept, based on Cresswell (2018), who expounded that pragmatism is associated with mixed methods research because it is not committed to any system of philosophy and reality. Finally, the framework's bottom circle conveys the researcher's subjectivity statement. The subjectivity statement summarized what the researcher had intended to study based on personal and professional experiences as a teacher and human resource officer in a private school, covering his philosophy, beliefs, and feelings toward the overall procedures of this study.

Meanwhile, Figure 2 shows the mixed methods research framework. The framework shows the direction of the variables. The framework reflects the interplay of the conceptual structure that guided the research study, expanding the insights into something valuable. Also depicted in the framework is the relationship between the theoretical framework, research framework, and research methods.

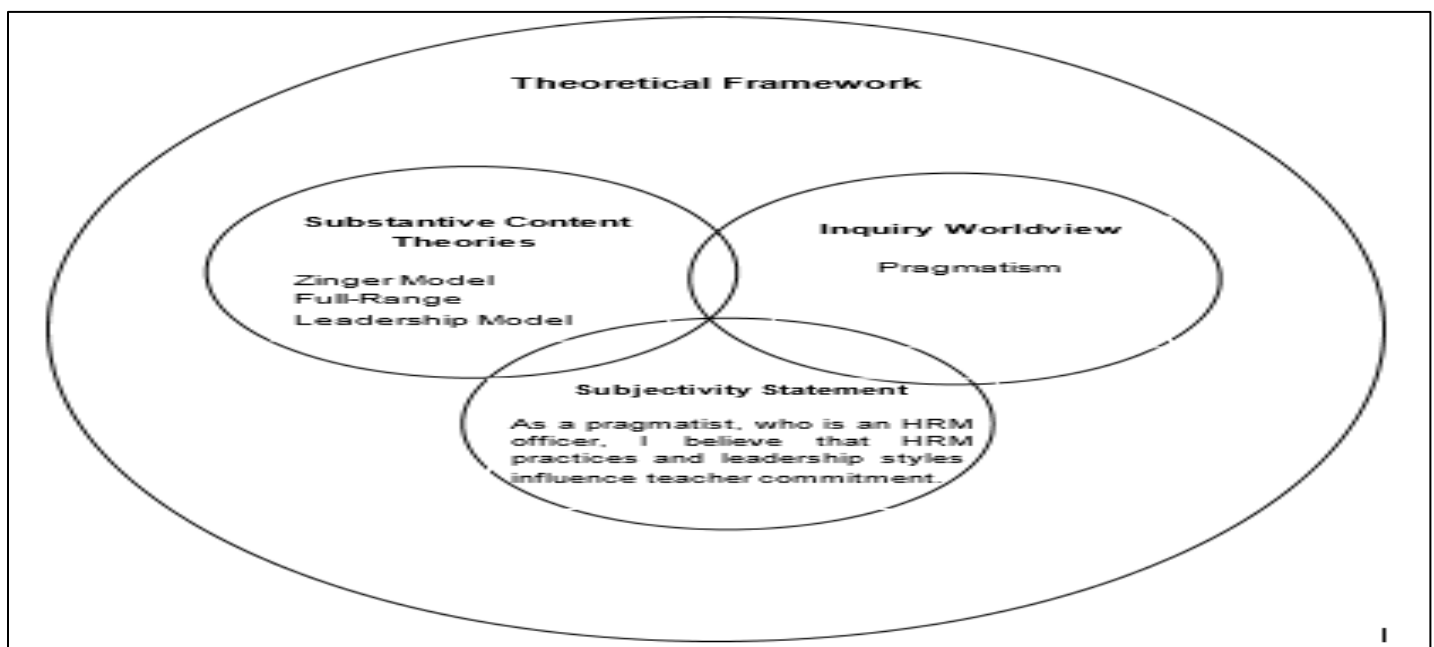


Fig 1: Theoretical Framework of the Study

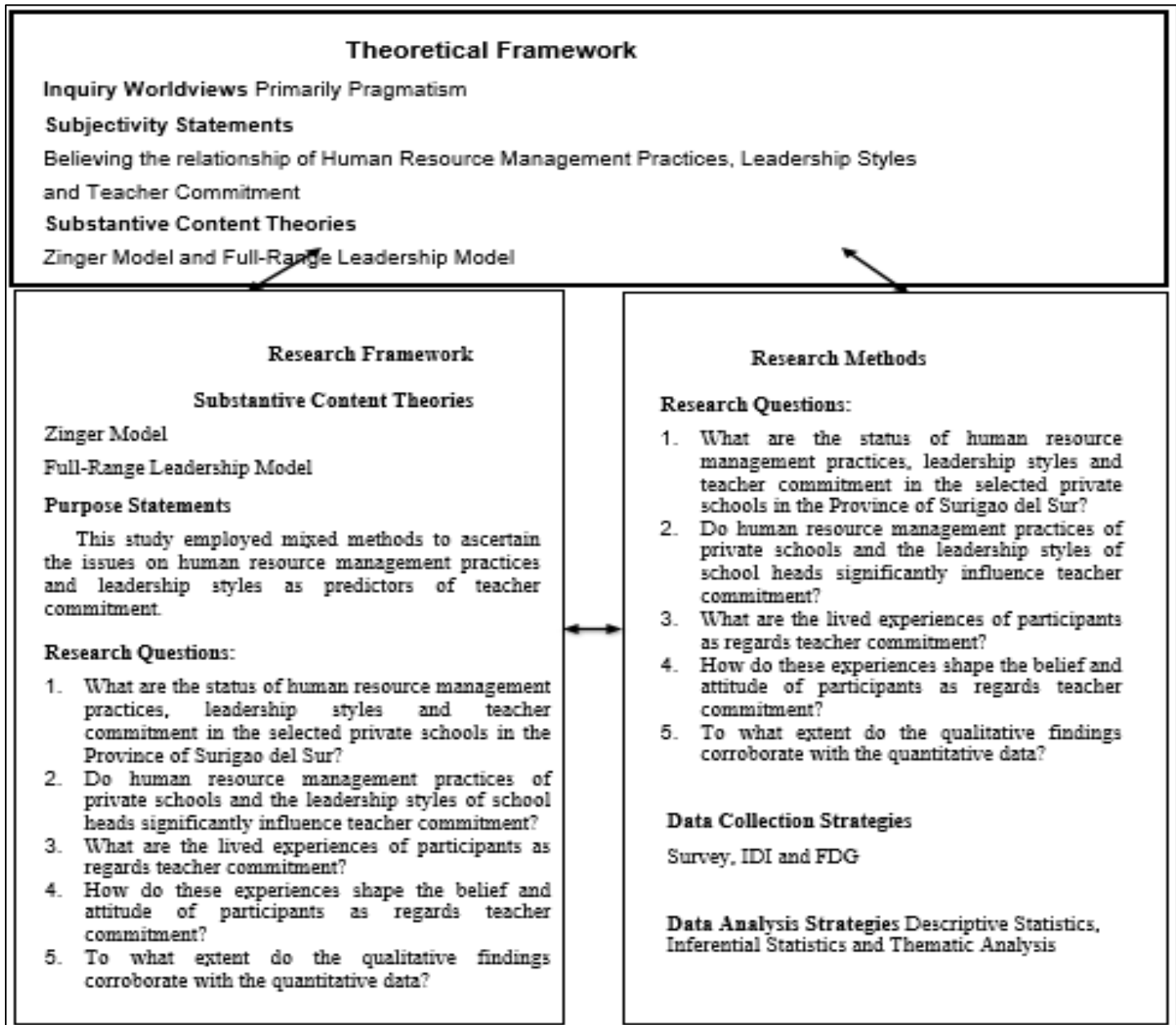


Fig 2: Mixed Methods Research Framework

D. Research Questions

This study addressed the teacher commitment, as predicted by HRM practices and leadership styles, of the private secondary teachers in the province of Surigao del Sur. Specifically, it sought answers to the following questions:

- What are the status of human resource management practices, leadership styles, and teacher commitment in the selected private schools in the Province of Surigao del Sur?
- Do human resource management practices of private schools and the leadership styles of school heads significantly influence teacher commitment?
- What are the lived experiences of participants as regards teacher commitment?
- How do these experiences shape the belief and attitudes of participants as regards teacher commitment?
- To what extent do the qualitative findings corroborate with the quantitative data?

CHAPTER TWO

LITERATURE REVIEW

This section discusses the literature and related studies on human resource management practices, leadership styles, and teacher commitment from research journals and books, which comprise information, ideas, and concepts from local and foreign sources that serve as the background and framework of the components of the study.

A. Human Resource Management Practices

Schuler and Jackson (1987) and Indermun (2014) define human resource management as a system that attracts, develops, motivates, and retains employees to effectively implement the goals and objectives for the organization's survival and its members. Also, Indermun (2014) added that HRM can be achieved through careful planning to promote behavioral norms by applying strategies and proper selection of candidates who are seen to have shared values that could reinforce the organization's cultural norms.

As described by O'Riordan (2017), human resource management practices are concerned with all aspects of how employees are employed and equally managed in the organization. HRM practices aim to increase organizational effectiveness, capability, and productivity, allowing employees to see themselves as important resources. HRM practices include human capital management, corporate social responsibility (CSR), knowledge management, organization development, resourcing (human resource planning, recruitment and selection, and talent management), performance management, personal and professional development, compensation and rewards management, employee relations, and employee occupational health and safety (OHS).

Further, a study by Patrick (2012) discussed the importance of explicitly defining the structural hierarchy of educational institutions to avoid overlapping the duties and responsibilities of teachers and other employees in school, formulating school policies that explain the level of reportorial of employees and the chain of command. Also, to increase teacher commitment, schools must establish policies and procedures with equal opportunity for internal promotion, a competitive pay package, and an equal opportunity to interact with the management. It must be noted that maintaining a close work relationship is essential to increase the level of emotional attachment of teachers to the school. Moreover, with that end in mind, teachers will willingly continue their employment with the organization.

Furthermore, one of the most important factors HRM practices play is appealing and retaining the most qualified workforce. The main aim in doing so is to develop commitment, and only those who are fully committed stay as part of the family. To increase the level of organizational commitment of employees is to maneuver HRM practices for the organization's benefit effectively. In addition, Ertemsir et al. (2014) recognized the importance of human resources as a key competitive advantage factor for all organizations. As indicated in the study, human resources functions are to enforce recruitment, participation in the decision-making process, training and development, performance evaluation, working conditions, and compensation management.

As proposed by Bandari (2020), HRM practices will be used to sustain businesses in the next 5 years. Six themes emerged as reliable undertakings to continue an organization's legacy, highlighting HR as a critical asset, training and development, compensation and benefits, recruitment and selection, involvement in decision-making, and religious factors. Leaders in any organization must have a people-oriented mindset, strong use of HRM practices, and additional resources to use HRM practices to a more competitive advantage. Leaders can expect potential in terms of growth, profitability, business sustainability, and ultimate contribution to the local economy and positive social change.

Moreover, the study, as investigated by Lu et al. (2022), highlighted the significance of employee participation in decision-making and the implementation of Human Resource Management (HRM) practices in fostering a sense of value and engagement among employees. To support staff or teachers concerning HRM practices, organizations or schools should prioritize providing opportunities for learning and development, maintaining clear and consistent communication, and involving employees in developing HRM policies and procedures. Additionally, organizations must cultivate a supportive workplace culture that promotes cooperation, respect, and teamwork. By prioritizing the welfare of employees and fostering a sense of community, organizations can establish a culture that enhances employee engagement and efficiency.

The qualitative findings of Uysal and Çağanağa (2018) highlighted the positive impact of Human Resource Management (HRM) practices on teachers. Their study revealed that HRM practices have significant benefits for teachers. Access to training and development programs motivates educators to advance their professional skills and teaching abilities. Additionally, teachers who receive constructive feedback and recognition from their superiors feel valued and appreciated, leading to increased motivation and job satisfaction.

Likewise, Cherif (2020) highlighted the role of HRM practices, including training and development, performance appraisal, and rewards and recognition, in fostering organizational commitment. Employees with access to these opportunities generally experience higher job satisfaction and exhibit greater loyalty to the organization. Performance appraisals are vital in making employees feel appreciated and recognized for their achievements, enhancing their commitment and satisfaction. Moreover, employees rewarded and recognized for their efforts demonstrate a higher level of dedication to their employers.

- **Recruitment and Selection.** Recruitment and selection, as defined by Kapur (2020), is finding a suitable person for the position. It is designed to screen, source out, shortlist, and select prospective applicants who can meet the employer's and organization's strategic goals and objectives. Additionally, Cameron and Grootenboer (2018) asserted that effective teacher recruitment, selection, and retention are crucial improvement strategies. Leaders must be able to utilize the HRM processes to position teachers strategically in a better perspective.

As positioned by Maynes and Hatt (2013), hiring the best teachers is a high-stake venture and will need commitment. Hiring teams must establish clear and consistent criteria for selecting teachers that can optimize students' learning. Mugizi and Nuwatuhaire (2018) emphasized the importance of effective recruitment and selection practices to enforce employee commitment. It is because the selection practices employed are not pertinent as far as employee commitment is concerned. In the selection force, the HR office must implement a competitive and rigorous selection process and evaluate the skills and attitudes of candidates relevant to the jobs while conducting background checks with immediate supervisors and previous management.

Furthermore, Koech et al. (2020) recruitment and staff selection are essential for any organization to survive. A good recruitment strategy is good because it prevents employees from engaging in harmful organizational behavior, like ineffective high performance and personnel turnover. Equally important, utilizing internal and external recruitment methods in schools to attract and retain high-quality teachers is equally important to ensure teacher commitment. Internal recruitment strategies, such as transfers and internal promotions, effectively retain experienced instructors and reduce attrition rates (Bogatova, 2017).

- **Training and Development.** Teacher professional development refers to attaining skills and knowledge for personal and career advancement. By attending teacher professional development, teachers enhance, improve and learn strategies to improve their quality of instruction, as positioned by Amadi (2013). Likewise, teachers must be provided with in-service training to climb the ladder of professional advancement or promotion. Teachers' teaching quality and school heads' leadership are important in raising student achievement (Mizell, 2010).

As claimed by Asiyah et al. (2021), teacher dedication to professional development enhances the quality of instruction and the creation of highly skilled labor. As a result, consider institutional perks as well as their future employment. The impact of innovative work on work dedication may encourage changes in teachers' instructional strategies. Teachers with a strong sense of innovation are likelier to feel comfortable sharing concepts that can help them perform better. Thus, it is why schools must prioritize training and development to develop holistically teachers. It is crucial to remember that while training and development strategies may be used, they only sometimes guarantee success in boosting teacher commitment. Participating in training and development programs encourages teachers to apply cutting-edge educational techniques, collaborate with their colleagues, and improve student accomplishment (Ahmed et al., 2021). It is noteworthy that the lack of training and development for teachers. With inadequate training and development, teachers are more likely to experience burnout, low morale, and diminished job satisfaction (Cheema & Mahmood, 2014). The increased incidence of teacher turnover could have a detrimental impact on student progress. Schools must ensure that teachers have access to opportunities for excellent professional development. So, to address inadequacy, schools need to adopt strategic plans and approaches to training and development to ensure that teachers align with the school's institutional vision and mission (Carvalho et al., 2022).

- **Performance Evaluation.** Performance evaluation, also called performance appraisal, is done quarterly and annually to identify the key areas that need enhancement (Shaout & Yousif, 2014). According to Barroca (2013), the main goal of performance evaluation is to evaluate the performance of employees in the organization. Likewise, Ugoani (2020) emphasized that performance appraisal is used to evaluate and simultaneously increase the quality of education by developing lifelong learning patterns to sustain productivity. And more importantly, schools employ a variety of metrics, including self-assessment, student data success, and classroom observations, to assess teachers' performance (Gómez & Valdés, 2019).

One of the importance of the teacher evaluation system, as highlighted by Kraft and Christian (2021), among teachers is performance feedback. Performance feedback or reviews for teachers should be given by schools regularly. These reviews should include both constructive criticism and compliments. Feedback should be offered politely and encouragingly based on distinct and impartial standards. When teachers get regular, constructive criticism of their work, they are more likely to engage in reflective practice and

continual improvement, ultimately boosting student achievement. In addition, Hailu (2013) indicated that performance reviews are used to determine bonuses and pay increases, employee rewards and promotions, and employee encouragement to address the areas of weakness in order to foster healthy competition, increase productivity, determine the training and development needs of the workforce, and help boost the company's overall productivity. Performance evaluation follows general guidelines to meet standards.

The result of an effective performance evaluation surpasses employee commitment. As Dechev (2010) claimed, a more effective assessment and evaluation process is associated with a higher level of satisfaction and participation among workers. Employees willing to invest have extra initiatives to improve their company's market position and financial outcomes. Activated workers are not driven to work but are also knowledgeable about how to accomplish it more efficiently because they are aware of and share the company's goals and objectives. This implies that higher financial outcomes are the more committed employees are to the organization.

On the contrary, the outcomes of performance reviews have a minimal impact on boosting motivation. To make things better, Najafi et al. (2011) supported that the performance appraisal may affect the motivation level somehow. Several things can increase the motivation of staff. This leads to an improved workforce and increased organizational effectiveness, including the managers practicing practical (and not mental) appraisal to ensure justice and fairness in the appraisal process, giving quick feedback, and involvement of the appraised in the evaluation.

- **Promotion Practices.** As Tiwari and Lenka (2020) explained, an employee moves up the organization's ladder through promotion. Promotion describes an employee's upward movement from one position to a more senior one, with increasing pay and complex responsibilities. Additionally, promotion could be permanent or temporary, depending on the organization's requirements. There are three basic types of promotion: seniority-based, merit-based, and seniority merit-based promotion, which can directly impact employee satisfaction and performance (Putra & Mappamiring, 2021).

When conducting promotion practices, schools and industries are encouraged to implement systematic and objective performance evaluations to ensure fair and equal promotion practices. Teaching quality, professional growth, and contributions to school improvement should all be considered when evaluating performance. Schools may ensure that promotion decisions are based on merit and that talented teachers are acknowledged, recognized, and rewarded for their contributions by implementing a thorough and objective evaluation system (Mbokazi et al., 2022).

As uncovered by Ogini (2020) on the influence of job advancement on employee commitment and job satisfaction, the management should address the effects of good job promotion based on employee commitment and ensure high-quality job satisfaction. The administration should implement measures and procedures like job promotion to foster deserving employees to perform better. Additionally, Khan (2019) suggested that schools should establish clear standards and criteria to maintain uniformity and fairness in the promotion processes. They contend that institutions ought to make clear the credentials and work history needed for promotions and the performance standards that will be applied to evaluate applicants. Schools may guarantee that promotion decisions are based on objective standards and that deserving teachers are not disregarded by having clear rules.

Employee commitment results from satisfaction based on good promotion at work and dedication from the staff to ensure high-quality job satisfaction. The proper conduct of handling employees in the promotion procedure can positively affect employees (Gathungu et al., 2015). It can be inferred from Saharuddin & Sulaiman (2016) that besides promotions, pay and work satisfaction improve employee productivity directly or indirectly. This demonstrates that offering promotions and compensation to workers as fringe benefits is crucial to consistently increasing productivity. To further enhance employee productivity, employers should give capacity construction and training for the staff. Lack of promotion and career stagnation will cause inactivity, and discontentment is a further risk because the employee does not match the duties and responsibilities, resulting in lower job productivity. Conversely, compensation and promotion awarded also attract capable and qualified workers to the company, motivating them to remain committed, competent, and able to uphold the principle of justice, fairness, cost-control, and the rule of law while improving the efficiency, effectiveness, and preserving or enhancing worker productivity.

- **Remuneration Practices.** Remuneration practices, or what others may call compensation practices, are one of the main issues addressed by human resource management and labor law (Peracek, 2021). Remuneration as defined and described by Calvin (2017), is the total income an individual makes, which may comprise a range of separate payments determined according to the policies created by the organization. According to the Department of Budget and Management (DBM), compensation comprises basic pay or salaries, fringe benefits, incentives, and non-financial rewards.

Schools and other employment industries worldwide are battling to provide equitable and employee-friendly remuneration and compensation. By addressing the remuneration issues, specifically for schools, that remuneration practices should be competitive, equitable, and performance-based Lestari et al. (2021). In addition, while equitable remuneration guarantees that teachers are paid equitably based on their degrees and experience, competitive pay ensures that teachers are paid comparable wages in related occupations. And to properly craft this practice, schools can involve teachers in focus groups, surveys, or individual interviews to gather employee feedback (Kimball et al., 2016).

On the contrary, employees had growing insecurity as regards their profession. This means that to motivate staff to go above and beyond for their organization, employees must get rewarded after acquiring new skills and receive raises in pay to cover living expenses Onyekachukwu and Sonna (2020). In order to enhance remuneration practices, companies and organizations have to conduct regular surveys of the pay model with the already existing companies in the same sector to maintain or enhance the degree of commitment. Companies can also benchmark the best pay model for the employee. The management can strengthen the official rules and processes that lessen workplace tension and encourage more employee commitment. The management can also implement an HR accounting system to track employee costs and ensure they are compensated fairly for their position and experience level. Thus, the employer is responsible for ensuring these rules are followed and no violations occur (Alamelu et al., 2015).

In the argumentation presented by Bibi et al. (2020), practitioners in the industry could capitalize on their human resources by providing proper remuneration to increase commitment in the presence of digital rivals. More importantly, Zhou and Ma (2022) pitched that teachers who perceived their remuneration practices as fair and objective increased their commitment. Educational administrative departments and school managers must develop and improve their compensation management level and implement effective and sustainable compensation management policies and programs. Managers are directed to develop, review, and practice true HRM methods to improve the dedication and happiness among the workforce toward a better future.

B. Leadership Styles

As explained by Kaleem et al. (2016), the terms "leader" and "leadership" are commonly used incorrectly to describe those who are supervising. These people may be incredibly talented, excellent at their jobs, and profitable to their associations, but those qualities only qualify them to be excellent chiefs or managers, not leaders. Moreover, as recognized by Bluestein and Goldschmidt (2021), effective school leaders must have a compelling vision for their institution, which they must convey to their personnel to inspire and motivate them.

In support of the above definition, leadership as achieving organizational goals by directing and motivating people through the six major leadership styles: transformational, transactional, autocratic, charismatic, bureaucratic, and democratic. Further, leadership is a process, while a leader is an individual practicing leadership (Al Khajeh, 2018). As expounded, leaders practice leadership whose work belongs to the managerial and supervisory level to ensure changes in people's paradigms, create a vision, motivate subordinates, allow members to contribute to the shared goals, and direct the flow of events and results. Leadership style differs from one leader to another and can be a determinant of the performance of employees (Demirtas & Karaca, 2020).

Futhermore, a leader's style can impact the standard of workplace life. Furthermore, leadership's main goal is to achieve efficiency and effectiveness in society. It can be seen from the study of Nanjundeswaraswamy & Swamy (2014) that industries showed connections between leadership styles, commitment, and job satisfaction. Transformational leadership focuses on the growth of followers and their development. Mon & Ye (2020) also instituted that effective school leadership must inspire and drive personnel to reach their maximum potential. For instance, transformational leaders construct a common vision for their school, give their personnel the freedom to experiment and be creative, and offer them specialized support and coaching to help them improve their abilities and accomplish their objectives. In this case, effective school leadership must foster a climate of shared decision-making and accountability, enabling teachers to assume leadership roles and participate in school development initiatives. Once more, school administrators can encourage distributed leadership by giving teachers a chance to collaborate and grow professionally, praising and rewarding teacher leadership, and including teachers in decision-making processes (Sebastian et al., 2016).

- **Transformational Leadership.** Burns (1978) established transformative or transformational leadership in his descriptive research. Transformational leadership involves advancing leaders and followers to a higher level of motivation and spirit. The bedrock of transformational leadership is defined by leaders developing commitment, passion, and loyalty by allowing employees to create ideas and new perspectives for the organization to prosper (Korejan & Shahbazi, 2016). Moreover, transformational leaders can change situations and influence followers using challenging and appealing visions (Gomes, 2014).

The study by Abazeed (2018) highlighted the domains of transformational leadership, which included four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. It demonstrated how leaders consistently highlight the positive aspects of mission performance, show strength, pride, and self-confidence in their team members' work, and foster

a sense of belonging by allowing them to freely express their opinions and ideas. Conversely, the leaders answer potential problems that subordinates might encounter at work. The findings of this study also concur with those of Abusamaan et al. (2021) study, indicating that the organization takes steps to ensure that its employees have positive attitudes toward it, including employment, organizational commitment, and organizational citizenship behavior; and these steps include organizational and leadership support, empowerment, employee empowerment and participation in decision-making, quality work-life, and transformational leadership.

Transformational leadership improves work performance and decreases burnout and social loafing. Transformational leadership can generate a stress-free workplace that benefits employees' effective performance. One approach for managers to demonstrate these traits is to encourage employee motivation based on their innate delight and enjoyment. By valuing their contributions and communicating organizational aims and objectives with their staff, employers can increase their employees' intrinsic motivation and involvement in the business's success (Rehmat et al., 2020). Unarguably, when school administrators want to increase teachers' commitment to the organization and job happiness, they should use transformational leadership. School leaders who use a transformational leadership approach should inspire and motivate teachers to achieve their goals. They should also get assistance and intellectual stimulation, and a culture of creativity and continuous learning should be fostered (Adil et al., 2019).

Added to what was mentioned, Garcia-Morales (2012) and Lai et al. (2020) offer opposing ideas about the effects of transformational leadership. The former featured that transformational leadership offers specific consequences for training in leadership and personnel selection. Lower-level transformational leaders can affect members by raising their workplace engagement and performance. That is, lower levels of transformative processes occur during routine interaction. Leaders interacting with members more frequently could have additional chances to convey the organization's joint goals and vision to members. While the latter referred that transformational leadership encourages a culture of innovation, creativity, and constant development, which has a favorable impact on organizational performance. Additionally, transformational leadership raises job satisfaction among employees and lowers plans for turnover, both of which can improve the company's financial success (Chen et al., 2022).

- **Transactional Leadership.** Transactional leadership, also called managerial leadership, focuses on the organization's role, group performance, and supervision. Leaders adhering to this type of leadership assign specific tasks to employees and provide a reward for a job well done and punishment for dissatisfied employee performance to motivate employees to achieve the goals and objectives of the organization (Jaqua & Jaqua, 2021). Thus, this leadership style requires appropriate and reasonable use in handling employees. There must be a balance between rewards and punishments to avoid complications in the organization (Aga, 2016).

As investigated by Akhigbe et al. (2014), transactional managers take steps to guarantee that they give employees contingent rewards, inducements, and favors in exchange for their contributions at work because this can increase their job satisfaction. Business managers need to make sure that they combine the leadership types in the right ways that would fulfill both the organization's goals and the personal aspirations of each employee, as doing so can increase the employees' level of job satisfaction. In order to improve performance, Vanesa (2021) extracted that excessive punishment should be less frequently used. If this form of leadership is employed more often, it creates less satisfied employees. Transactional leadership also creates stress to comply with incentives and elude punishments.

Notwithstanding, a separate study by Brahim et al. (2015) contended that employees (both private and public) believe that their superiors are more likely to practice transactional leadership than the transformational leadership approach. With their staff, they had an exchange relationship. The methods used to influence people both favorably and adversely were rewards and penalties. Contrarily, transactional leadership is generally, favorably, and significantly related to performance, the administration of either positive rewards or praise when predetermined goals are achieved, or unfavorable incentives if the worker cannot meet the set goals. As reinforced by Aydin and Akarsu (2021), employees under transactional leadership raise employees who are more likely to leave their job, who, by the way, need more collaborative leadership.

- **Laissez-Faire Leadership.** Laissez-faire leaders consistently receive a worse rating from their followers (Frischer, 2015). Laissez-faire management should be distinct from the advantages of allowing subordinates to exercise legal autonomy. The least effective type of leadership is characterized by low production, a focus on relationships, or a personal desire to win over others. Of the three leading, laissez-faire is less regarded as significant and is defined as the absence of leadership because of the lack of intervention to address the problem (Mathieu et al., 2015). More recently, Cherry (2022) characterized laissez-faire leadership with hands-off approaches, which draw members to finish the work with little or no oversight after giving the direction.

Further, Al-Malki and Juan (2018) investigated the laissez-faire leadership style's function in resolving ambiguity and conflict and improving work performance. Improving job performance has a substantial impact on job cooperation. Role conflict and ambiguity can have negative effects on employees' productivity. Hence leaders must be aware of these consequences. In support of the contention on

this leadership, Dzakpasu et al. (2022) firmly believe that this leadership negatively affects teacher motivation and job satisfaction, among others. To avoid this, school leaders should provide clear communication channels and guidelines for teachers to follow and regularly check in to ensure they are on track. This will help to ensure that teachers are empowered to meet the needs of their students and have the necessary support to do so (Xu et al., 2020).

Furthermore, Lundmark et al. (2021) investigated the potential association between laissez-faire leadership and role clarity as two well-being outcomes (job satisfaction and work-related fatigue) in the context of an organizational restructuring. Additionally, to increase teacher engagement and retention, school leaders and administrators should work to get more involved in everyday operations and forge better bonds with their faculty. This entails giving instructors consistent feedback and assistance, recognizing their accomplishments, and fostering a supportive work atmosphere.

Consequently, Robert and Vandenberghe (2021) stated that organizations should educate leaders about the consequences of laissez-faire behavior to identify, stop, and understand it and perform effective leadership techniques. Practitioners should be mindful that effective responses may depend not only on the circumstances themselves but also on the unique demands of the employee. Inconsistencies between the employee's expectations and the leader's actions might be explained by laissez-faire leadership. Therefore, actions taken to improve the caliber of interactions between workers and leaders must be tailored according to the self-concept levels of the employees, as these levels determine their expectations.

C. Teacher Commitment

The concept of Altun (2017) regarding teacher commitment is an intrinsic or internal force that motivates teachers to invest extra time and energy in school activities for academic endeavors. A committed teacher is seen as passionate about delivering effective teaching to students. Hariri and Sumintono (2020) resembled that teachers who are committed to student learning and aspire to help improve schools and the quality of education. In addition, the commitment of teachers can be characterized by having the desire to be good teachers, being fact purveyors and sources, recognizing and accepting individual worth, and meeting professional responsibilities. When a teacher is committed, they work harder, demonstrate a strong affiliation to the school, and carry the desire to teach more than those with a low level of commitment.

The emotional and practical components of teacher commitment, such as their love of their profession and students, and the manifestation of these emotional aspects in professional settings, such as meeting job requirements, preparing for lessons, and investing extra time and effort in students, were perceived to be important by novice teachers. The reality shock that all teachers go through in their first few years of teaching was the most notable of the weakening forces. The two most important aspects that strengthened the program were student engagement and receiving credit for one's efforts (Ural, 2021).

Employees' commitment to their careers affects how secure they feel about their position. This supports the argument that job security is key to teacher job retention and is essential in improving educational outcomes. At any rate, every successful organization relies on open communication in the workplace as a vital component of goal achievement (Kaegon & Okere, 2021). In school, one of the goals is to improve student achievement. This can be reinforced when teachers promote autonomy in the classroom and positive school culture. A positive school climate characterizes a sense of safety and order, especially high expectations for student achievement, which can only be exuded by committed teachers (Manla, 2021).

And in the expertise of Gordon (2018), teachers can concur with the need for face-to-face communication between people, group communication among teams, and organizational-level communications that involve vision and mission, policies, new initiatives, organizational knowledge, and performance. Communication, which may be formal or informal according to, involves leaders who can promote teacher commitment. The importance of collaboration, open communication, and feedback triggers commitment to either increase or decrease, depending on the leaders' sincerity.

- **Commitment to School.** Thien and Razak (2014) described that high- commitment educators strive hard to achieve school objectives, go above and beyond the call of duty, and continue to be employed by the school organization for longer years. Mart (2018) added that the commitment of teachers to schools contributes to students' achievement in the pursuit of quality education. Moreover, teachers with high commitment to their schools are proud of where they are currently teaching and exhibit hard work in their daily undertakings Cabigao (2016). Equally important, emphasized that teachers should have a strong sense of belonging and increase their efforts to keep their school on the map because commitment is one of the most crucial requirements for survival in the age of interschool competition. A commitment to the school produces attitudes and behaviors that benefit the individual and the school organization (Israel, 2018).

Teachers who are part of their school are dedicated and do everything they can to keep things in order. A positive work environment benefits student, promotes a sense of community, and provides opportunities for professional development to improve teacher commitment (Yilmaz et al., 2018).

The comparison by Habib (2020) showed that teachers with low commitment to the school organization and teachers with high commitment to the school experience higher job burnout. The impression that school climate is as important as the profession, as stressed by Li et al. (2020), generates positive regard for the matter. Because they are more invested in their profession, highly committed teachers have greater pride and ownership in their work. Therefore, organizations must increase commitment as it is linked to productivity because teachers are valuable resources for any educational institution. Thus, the management must devote and invest in developing the teachers' physical and mental working conditions to enhance service quality.

More importantly, BinBakr and Ahmed (2015) extended that faculty members reported a high level of affective commitment, emotional attachment, and personal significance to the university; they did not feel trapped or obligated. Their tendency leans toward improving the student-teacher relationship and enhancing students' achievement, which is by far the most important aspect of the teaching profession (Chen & Chen, 2019).

- **Commitment to the Teaching Profession.** As pronounced with depth by Celik and Yildiz (2017), being committed is a significant quality, making it a crucial precondition for teaching. A dedicated teacher never rests on their laurels; instead, they continually look for fresh approaches and ways to benefit the students. A dedicated teacher will be enthusiastic about both teaching and learning. Such a teacher will successfully be able to generate real-world learning and teaching experience. This fact will directly affect the learner's academic achievement and personal development. As a result, there is an automatic facilitation of the learning process, and the instruction will enhance both the potential of the students and learners.

As further explained by Celik and Yildiz (2017), educators' methods, comprehension, personality, traits, and attitudes will all immediately and favorably impact their commitment to teaching. Teachers that are dedicated, passionate, and enthusiastic teachers will serve as role models for their students and other teachers. These education implementers shape learning environments that aspire to more. In order to succeed in school, commitment is essential. This will conclude that passionate and enthusiastic teachers better mold our life. Their dedication to their profession fuels their enthusiasm, drive, and motivation. Because of this, such teachers and their students are not experiencing any issues with achievement. Teachers that are dedicated to their work have a direct impact on both their students and the teaching field. Furthermore, a separate study by Yildiz (2017) purported that building a successful institutional framework requires a strong commitment to the profession. If one thinks of teaching as a career, committed teachers are significantly more successful and can create connections between their students, professionals, themselves, and their coworkers.

Furthermore, Habib (2019) stressed that male and female secondary school teachers' self-efficacy must be improved by elevating their self-esteem and raising their confidence to increase professional commitment advertently. More so, male teachers need to pay more attention to the responsibility to strengthen their dedication to the profession and dedication to the basic values. Since self-efficacy determines professional commitment, it must be evaluated during recruitment and considered a crucial factor in the selection process. School leaders and administration play pivotal roles in increasing commitment to the teaching profession (Fok et al., 2019). Teachers need support and positive feedback from the administration to further teacher's confidence in their careers. Creating a favorable climate ultimately depends on developing instructional and disciplinary self-efficacy, efficacy for optimal use of school and resources, and decision-making. In the relationship between the teachers' professional dedication measures, self-efficacy is a major determining factor. Enhancing a teacher's professional commitment also influences self-efficacy (Li et al., 2020).

As opposed to the study of Habib (2019), Elamurugan (2021) revealed that the professional commitment of male teachers is higher than that of female teachers. However, teachers today must stay current with the constantly evolving needs. To succeed in the age of information and communication technologies, teachers create an effort to develop higher-order thinking skills (HOTS) that can aid in the learners' ability to think critically. Teachers' expertise and dedication raise pupils' achievement. On a positive note, teachers perform better when their emotions and intelligence are higher. The chain can start with a sound teacher performance and culminate in high-quality learning among an increasing number of students in the cognitive, affective, and psychomotor domains of human development if teachers are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and community in a genuinely professional manner (Zhang et al., 2021).

- **Commitment to Pupils/Students.** Students all have distinct learning preferences (Kubat, 2018). The fact that there are various learning styles is not an issue but rather a feature that enhances the learning environment. Students use unique and preferred learning styles if they feel prepared for independent study. In other words, the learners should study best to suit their learning preferences. Teachers strive for their learners to be well-educated in their community through excellent contributions to student achievement. As

Mart (2018) put it, teacher dedication is closely tied to how well students do at their achievement, which greatly impacts how well they learn. A committed teacher will constantly go beyond to improve students' professional competence by creating a positive learning environment.

In the assessment of Hussen et al. (2016), teachers with minimal involvement in tasks like fostering a friendly, trusting learning environment, recognizing each student's unique characteristics, and refraining from making inappropriate comments about their charges affect students' commitment to academic achievement. The findings of Martinez et al. (2017) revealed that a strong commitment to students promotes positive academic achievement, engagement, and well-being outcomes. To increase the commitment of both teachers and students, institutions should identify student needs, professional ethics, classroom management strategies, and active learning methodologies (Li et al., 2021).

Further, a study by Kiplagat et al. (2012) revealed the importance of instructor dedication to students in mathematical achievement. High-level profession-committed teachers effectively instruct their classes, improving student achievement and performance. Before instructing, teachers with high test scores thoroughly prepared their students and used pertinent teaching methods. They use interactive teaching techniques to engage their students in the learning process. While doing assessments, teachers actively engaged the students with lengthy drills and practices. Effective mathematics instruction requires teachers to employ clear questioning techniques, establish a positive learning environment, plan for each student's interest, and be introspective.

As a result of the endless pursuit to improve student commitment, teachers, on the one hand, should be prepared to address students' academic issues using various instructional strategies and mechanisms Bibiso & Bibiso (2017). For teachers to increase their commitment toward their students, such as female students, policymakers should regularly review educational policies to develop knowledge, understanding, values, attitudes, and skills to face the issues today (Rayo et al., 2022).

- **Commitment to Work Group.** According to Zoltan and Vancea (2015), work groups and work teams are the fundamental organizational structures of both traditional and modern businesses. The idea of a workgroup emerged in the 1920s and early 1930s from Elton Mayol and his colleagues at the Western Electric facilities (Emmanuel, 2021). It was found that people in the industrial environments for groups, typically as a means of defense against formal constraints, but also to satisfy a variety of social and human needs after trying to find answers to a series of founded contradictory facts (increase work productivity even in precarious conditions of work). Thereby, gender, race, religion, and all other demographics of an employee should never be an issue in the workplace. In improving job satisfaction and commitment, human resource services must consider strengthening workplace inclusion among all employees (Brimhall et al., 2022).

Kozlowski and Bell (2013) accentuated that teams are still a part of enterprises today. This reality is forcing the subject of organizational psychology to evolve from its traditional beginnings as a study and practice that primarily focused on the personal level to one that spans numerous levels, including individual, team, and organizational. Teams link the person and the overall organizational structure because they sit at the intersection of the multilevel perspective. This is where injecting strategies in the human resources are important playmakers in the field. Put together by Bouwmans et al. (2019), investing in strategies that motivate teachers to collaborate is crucial, as teams of teachers are accountable for educational innovations and advances. Schools can accomplish this by implementing team-oriented HR practices, such as choosing team members based on their interpersonal skills and willingness to work together, identifying and encouraging the attitudes and behaviors necessary for teams to achieve their goals, and giving teams a chance to collaborate, which increases commitment and engagement in information processing. As a result, teachers' attention is shifted from individual work to team objectives. The effectiveness and innovation of teams will increase if this type of transition is successful.

In addition, Innstrand and Grodal (2022) underscored that a climate of inclusiveness at work is necessary for a sustainable company because it is favorably associated with favorable business outcomes. As positioned by Atmaca (2022), employees who feel committed to their group engage in behaviors that promote cohesion and collaboration, leading to high team effectiveness. This is particularly true in a school or a university, where the workers' well-being and drive are essential to providing high-quality services, as placed by Ishak et al. (2018) about the concept of quality teachers' working life. Quality of work life is about the work environment and the many factors that surround it, like reward, organizational commitment, and recognition. Nonetheless, a supportive and empowering work environment is especially important in some situations. Superiors maximize inclusion at work as gatekeepers of crucial efforts for flexible arrangements for excluded groups and an idea for including all in the work environment.

D. Human Resource Management Practices and Teacher Commitment

Siameto (2017) explored that human resource management practices negatively impact teacher commitment, expounding the teachers' belief that their salary is inadequate for their needs. For the same reason, teachers are forced to seek alternative sources to bridge the gap and supplement their daily needs. Additionally, teachers believe that their fringe benefits have a high impact on their commitment, and the majority of them feel that the retirement benefits are inadequate. A high proportion of teachers feel that

online performance appraisal could be more efficient. Also, teachers have pointed out that the promotion criteria need to enhance teacher commitment, causing stagnation in the same job or position over the last 17 years of teaching experience.

Furthermore, Biwott (2020) found that HRM practices were relevant to teachers' commitment. Using inferential and descriptive statistics to analyze the data provided by 390 teachers with permanent employment, the study showed that the HRM practices in the reward system, teacher training, teacher performance, and teacher appraisal were statistically significant determinants of teacher commitment in secondary schools. The study concluded that the Teachers Service Commission in Kenya should frequently organize and conduct training and development to increase teacher commitment.

E. Leadership Styles and Teacher Commitment

The findings of the study conducted by Aydin et al. (2013) showed that teacher commitment was positively influenced by the leadership styles of school heads, particularly transformational leadership. Of the twelve research findings using meta-analysis, the findings also revealed that job satisfaction is positively affected by the leadership styles of school administrators. The study also concluded that as school administrators' shift and transition from transactional to transformational and vice versa, the level of teacher commitment to the organization and job satisfaction are affected.

Concurrently, Marshall (2015) asserted that the relationship between the leadership style of principals in Barbados and teacher commitment showed statistically significant differences in the level of commitment compared to newer secondary schools and teachers at older secondary schools. The results also indicated that biographical variables moderated the relationship between leadership styles and teacher commitment. In addition, the regression model revealed that the principal leadership style was accountable to the commitment demonstrated by teachers.

Moreover, the results of the study by Sowah (2017) found that the leadership style exhibited by the head teachers in the Adentan Municipality was mainly transformational by encouraging them to develop their strengths and articulate a compelling vision of the future. Among all the factors identified and related to teacher commitment, the effectiveness of leadership, behavior, and supportiveness of school heads was identified to be influential.

F. Issues on Teacher Commitment

Teacher commitment is a complex and multifaceted construct that can be challenging to manifest consistently. It can be brought about by various external and internal factors that can impede the demonstration of teacher commitment, setting the stage for more in-depth exploration, like heavy workloads, lack of resources, low job satisfaction, limited recognition, and inadequate and frequently inappropriate support systems that can undermine teacher commitment.

As positioned by Mwesiga and Okendo (2018), the global world demands a higher level of teaching commitment to improve school performance and attain quality education. Teachers' decreasing commitment can be rooted in the mismanagement of school practices in terms of poor teacher training, lack of workshops and professional development, ineffective involvement in school decision-making, incompetent school heads, meager salaries, and compensation, and low motivation.

On the other hand, Kaiser (2021) also linked teachers' low level of commitment to the school head or principal leadership failure. When school heads and leaders fail to establish rapport among teachers and maintain quality interpersonal relations, the issues and difficulties schools face during a school year become more difficult to resolve and overcome. Gordon (2018) added that when teachers feel a sense of disconnection or lack of support from the school leaders, where they can no longer feel that teaching is a rewarding profession and begin to experience detrimental feelings like heightened stress and withdrawal behaviors, teachers discontinue and venture on different job opportunities.

The education sector has more to develop to increase the level of commitment of teachers in different aspects of the occupation and profession. Harri and Sumintono (2020) suggested that educational policymakers should make the teaching profession more appealing by elevating the profession's status to attract the best applicants. Mwesiga and Okendo (2018) also recommended that the government, school heads, and the community seriously handle issues of teacher commitment. School leaders, in particular, engage teachers in school planning and educational reform to develop programs to increase commitment. In contrast, teachers struggle to balance equilibrium between personal and professional issues and development.

The literature review conducted will allow the researcher to discover new information and insights to deepen his understanding of the complexity of the topic of interest. It will also help the researcher contextualize the variables described and elaborated by numerous studies. This section of the study will provide several aspects of human resource management practices and the roles of leadership styles that can have a diverse or unifying effect on teacher commitment.

CHAPTER THREE METHODS

This chapter presents the research design, place of study, participants, research instruments, data collection, data analysis, sequence, emphasis and mixing procedures, the flow of procedures, methodological issues, trustworthiness, and ethical considerations of the study.

A. Research Design

The researcher utilized a mixed methods approach in this study, specifically the convergent design. Based on Creswell (2018), combining quantitative and qualitative data collection methods, mixed methods approaches provide a comprehensive and rigorous means of addressing complex research questions. This approach seeks to harmonize and synthesize data, rather than merely juxtaposing different data types, to generate a more holistic understanding of the investigated phenomenon. Further, Creswell & Creswell (2018) indicated that one of the key strengths of mixed methods research is its ability to generate a complete and more nuanced picture of research findings by capitalizing on the respective strengths of both quantitative and qualitative methods, which can ultimately lead to more informed decision-making and policy development.

Furthermore, the convergent design operates under a pragmatist philosophy and represents an integrative approach to mixed methods research. In this design, quantitative and qualitative methods are utilized simultaneously to achieve triangulation of results. Data is collected concurrently and subsequently analyzed using a complementary analytical approach to establish connections between the quantitative and qualitative datasets. The convergent design is advantageous because it allows for integrating both quantitative and qualitative data to create a more comprehensive and holistic understanding of the research question. By combining and comparing data from both methods, researchers can better validate and enrich their findings, thereby increasing their study's overall rigor and validity. Ultimately, the convergent design enables researchers to arrive at a complete and more nuanced picture of the phenomenon under investigation and can help generate insights that may have yet to be attainable through standalone quantitative or qualitative methods alone (Creswell & Plano Clark, 2018).

Based on the research question mainly investigated the correlation between three variables, this research was classified as descriptive research with a correlation method (Hayyi, 2014). In the quantitative phase, the researcher used the descriptive-correlational approach to define the research questions based on the trends taken from the place of the study. A survey method using adapted survey questionnaires with a five-point Likert scale was floated to check the predictability of human resource management practices of private secondary schools and the leadership styles of school heads on teacher commitment. The data was analyzed and compared to see if the quantitative and qualitative data findings confirmed or disconfirmed each other or if these two different data sets converge, diverge or expand.

For the qualitative phase of this study, the researcher employed a phenomenological approach. A phenomenology is a form of qualitative research that centers on exploring the lived experiences of individuals within a particular context or phenomenon (Neubauer et al., 2019). Phenomenology was well-suited for this research inquiry, as it allowed for a deep exploration of subjective experiences and can help to uncover the underlying meanings and interpretations that individuals attach to their experiences within the social world. Through this approach, and by conducting in-depth interviews and focus group discussions with private secondary school teachers in the Province of Surigao del Sur, this study sought to gain insights into the teacher-participants' experiences and perceptions that shaped their attitudes and beliefs towards human resource management practices and leadership styles of school heads, specifically as they pertain to teacher commitment.

Figure 3 presents the convergent design that was used in the study. It shows that quantitative data on human resource management practices of schools, leadership styles of school heads, and teacher commitment were collected and analyzed concurrently from the qualitative data based on teachers' lived experiences towards teacher commitment and examined if they have converged or diverged.

In this study, the purpose of choosing mixed methods was to use the qualitative results to corroborate quantitative research findings. In the quantitative phase, the researcher used a descriptive correlational approach to address the study's problems. This approach assesses the relationship between and among two variables (Creswell & Creswell, 2018). In particular, the relationship between human resource management practices, leadership styles, and teacher commitment were described and examined. Also, the survey method was used using adapted survey questionnaires with a five-point Likert scale.

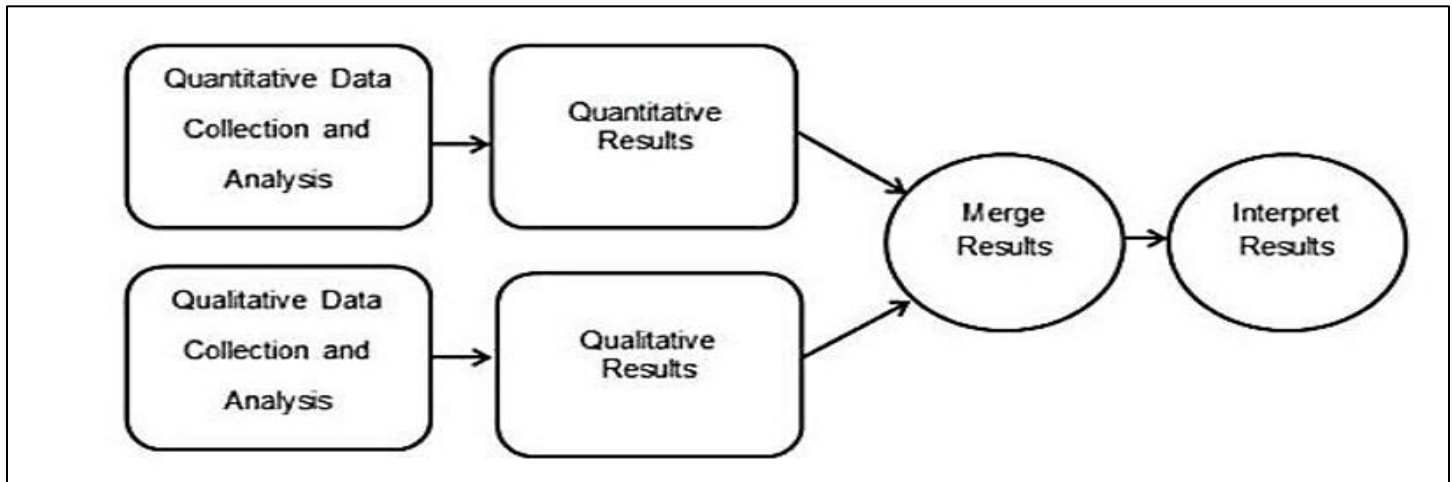


Fig 3: Convergent Design

B. Place of the Study

This study was conducted in private secondary schools in the Province of Surigao del Sur. The private secondary schools were located in the municipalities and cities of Barobo, Bayabas, Bislig, Cagwait, Cantilan, Carmen, Carrascal, Cortes, Hinatuan, Lanuza, Lianga, Lingig, Madrid, Marihatag, San Agustin, San Miguel, Tagbina, Tago, and Tandag. Specifically, these cities and municipalities are situated in the northeastern part of Mindanao, Philippines. Overall, Surigao del Sur covers 105,360 students out of the 702,007 public and private enrollees for school year 2022-2023. Among the municipalities and cities in the province, Bislig and Tandag were among the top 5 highest enrollment with 18,907 and 14,802 students respectively.



Fig 4: Maps of the Philippines and Surigao del Sur

The researcher decided to conduct the study in Surigao del Sur because private schools have manifested problems on teacher commitment periodically and annually. Private schools can either be owned by a private entity or organization ran by Board of Directors and/or Board of Trustees. At present, private schools in the Province of Surigao del Sur and all over the Philippines receive subsidies or support from the government, limited to Junior High schools and Senior High Schools. However, the assistance extended might not be enough to resolve issues and concerns on its teachers. That is why the conduct of this study may help the private school administrators on matters in keeping the teaching faculty committed to their schools, students, profession and workgroup.

Since Surigao del Sur is a smaller province, the researcher was also motivated to conduct the study because private schools need more information in the provincial and even in the regional level. Most researchers have little interest in non-familiar places. As one of the human resource management officers/heads, the researcher was concerned with the teachers' welfare and the schools' status in difficult times, where enrollment and employment play significant stakes in a private organization. Lastly, the researcher selected Surigao del Sur as the site for the research undertaking because it was identified as the locale with several private secondary schools that employ teachers that met the inclusion criteria of participant selection of the study.

C. Participants

The appropriate participants for this mixed methods study were the teaching personnel from the private secondary high schools in the Province of Surigao del Sur.

➤ Quantitative Strand

In the quantitative phase, the study sought 200 teachers in the selected private secondary schools in the Province of Surigao del Sur who have been teaching for at least three years. For multiple linear regression, VanVoorhis and Morgan (2007) presented that the rule of thumb for the minimum sample size requirement is at least 50 participants. Accordingly, the researcher employed cluster random sampling to select the schools in the province where the participants will be yielded. Cluster random sampling is a type of probability sampling where all population elements are categorized into mutually exclusive and exhaustive groups and are generally used to reduce travel costs for in-person data collection by using geographically concentrated clusters (Frey, 2018).

➤ Qualitative Strand

In the qualitative phase, the researcher employed purposive sampling to select 10 private secondary teachers for the IDI and seven private secondary teachers for FGD. A total of 17 private secondary school teachers were invited as participants who have been teaching in private secondary schools within the municipalities and cities of Surigao del Sur for the last three years. The representation of male and female participants who were 21 years old and above were also considered. As stated by Hennink and Kaiser (2021), qualitative studies can reach saturation at relatively small sample sizes. The reason was that most studies had a relatively homogeneous study population and narrowly defined objectives.

D. Research Instruments

The researcher used two sets of instruments; one for the quantitative and one for the qualitative strand. These questionnaires were subjected to content validity by the panel of experts. The researcher considered the comments, suggestions, and corrections from the validators in the final revision of the questionnaires.

➤ Quantitative Strand

In the quantitative phase, three adapted survey questionnaires were used. The first adapted survey questionnaire was for Human Resource Management Practices which was adapted from the study of Abdoulaye (2018) comprising the following domains: recruitment and selection, training and development, performance evaluation, promotion practices, and remuneration practices. As presented per domain, the Cronbach coefficient value for this adapted instrument is 0.94 for recruitment and selection, 0.94 for training and development, 0.95 for performance evaluation, 0.97 for promotion practices, and 0.91 for remuneration practices. The tool is a 36-item construct with responses on a five-point Likert scale which will be presented as follows: 5 – Strongly Agree, 4 – Agree, 3 – Moderately Agree, 2 – Disagree, and 1 – Strongly Disagree.

➤ The Ratings were Described as Follows:

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	Human resource management practices are always observed
3.40 – 4.19	High	Human resource management practices are oftentimes observed
2.60 – 3.39	Moderate	Human resource management practices are sometimes observed
1.80 – 2.59	Low	Human resource management practices are rarely observed
1.00 – 1.79	Very Low	Human resource management practices are never observed

The second questionnaire was utilized to assess the leadership styles of school heads which was adapted from and developed by Mugizi (2019), covering three domains: transformational leadership, transactional leadership, and laissez- faire leadership. The reliability of leadership styles is 0.86 for transformational leadership, 0.79 for transactional leadership, and 0.81 for laissez-faire leadership (alpha coefficient). The tool was a 32-item construct with responses on a five-point Likert scale, where 5 – Strongly Agree, 4 – Agree, 3 – Moderately Agree, 2 – Disagree, and 1 – Strongly Disagree.

➤ *The Ratings were Described as Follows:*

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	Leadership styles of school heads are always demonstrated
3.40 – 4.19	High	Leadership styles of school heads are oftentimes demonstrated
2.60 – 3.39	Moderate	Leadership styles of school heads are sometimes demonstrated
1.80 – 2.59	Low	Leadership styles of school heads are rarely demonstrated
1.00 – 1.79	Very Low	Leadership styles of school heads are never demonstrated

The third quantitative instrument was the Teacher Commitment adapted from Hussen et al. (2016), composed of three domains: commitment to school, commitment to teaching profession, commitment to pupils/students, and commitment to workgroup. The Cronbach Alpha coefficient of reliability of the 24- item construct was determined as .88 with responses on a five-point Likert scale, where 5 – Strongly Agree, 4 – Agree, 3 – Moderately Agree, 2 – Disagree, and 1 – Strongly Disagree.

➤ *The Ratings were Described as Follows:*

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	Teacher commitment is always evident
3.40 – 4.19	High	Teacher commitment is oftentimes evident
2.60 – 3.39	Moderate	Teacher commitment is sometimes evident
1.80 – 2.59	Low	Teacher commitment is rarely evident
1.00 – 1.79	Very Low	Teacher commitment is never evident

➤ *Qualitative Strand*

To increase the richness of data, this study utilized a semi-structured interview approach, which according to Ruslin et al. (2022), allows researchers to gather comprehensive information and insights from interviewees while still adhering to the study's objectives. The research conducted individual IDI and FGD with a total of 17 private secondary school teachers to elicit the participant's perceptions and experiences concerning the research topic while allowing for flexibility to explore unforeseen issues or ideas that may arise during the interview process.

The researcher-made interview guide was composed of open-ended questions to probe the participants' lived experiences about their schools' human resource management practices and the leadership styles of school heads with teachers' commitment. Nonetheless, before the final conduct of the interview, the researcher sought content validation from at least five experts in the field of education, allowing comments, corrections, and suggestions to be incorporated for the final revision of the research questionnaires.

E. Data Collection

➤ *Quantitative Strand*

First, as part of any research standard operating procedure, a letter was sent to the Dean of the Graduate School of the University of the Immaculate Conception (UIC) to conduct the study and formally gather the needed quantitative data. Second, the Ethical Clearance was secured from the UIC-Research Ethics Committee (REC) to check whether the study is ethically sound and that the validation of questionnaires can be pushed through.

Upon permission, letters of request to conduct the study was sent to the school presidents or school heads of the identified private secondary schools where the respondents were drawn. Once approved, the researcher asked the respondents to sign the informed consent (ICF) form on the scheduled visit to the selected schools. Notably, only those who signed the ICF form were considered part of the respondents and answered the approved data-gathering instrument for about 10-15 minutes. It was also assured that the identity and the responses were handled with the utmost confidentiality.

➤ *Qualitative Strand*

In gathering the qualitative data, the IDI and FGD were conducted to determine how the participants felt about their as regards teacher commitment. The IDI ran for 30 minutes and scheduled at the most convenient time of the participants. The participants were oriented on the purpose of the study and knew their rights and privileges to confidentiality and the freedom to discontinue the interview, and were later asked to complete the ICF Form, acknowledging that they have read, understood, and voluntarily participated in the study.

F. Data Analysis

➤ *Quantitative Strand*

In analyzing the quantitative data gathered, the researcher used statistical tools to determine the status of human resource management practices and leadership styles toward teacher commitment.

Mean was used to comprehend the characteristics of specific data sets. It was used to measure the average of the mean of the human resource management practices, leadership styles, and teacher commitment. At the same time, the **standard deviation (SD)** quantified the degree of variability of the mean scores. The lower the value of the SD, the more consistent were the responses. Moreover, to determine the correlation of the independent and dependent variables the **Pearson Product-Moment Coefficient of Correlation or Pearson r** was used. Additionally, the **multiple linear regression analysis**, known as multiple regression, determined the relationship between the single dependent variable and the (two) independent.

➤ *Qualitative Strand*

The data gathered from the IDI and FGD underwent a series of **thematic analyses** in order to come up with a comprehensive thought for the emergence of themes to be considered and rejected. As laid out, data analysis is an ongoing process that involves continuous reflection of the data gathered, including asking questions and interpretations during the study (Creswell, 2018).

The first step to this qualitative analysis was transcribing the data gathered, and followed by the reading and re-reading of the transcripts. The second was to create the core ideas by organizing the data in a meaningful and systematic way in the attempt to reduce data which were unrelated to the research questions. The third was to analyze the core ideas for the emergence of essential themes that can be captured into two or three elegant words that expresses the experiences and perceptions of the participants.

Finally, the researcher used the convergent approach to merge the data sets. In this approach, the researcher placed the quantitative results concurrently with qualitative findings and analyzed to establish whether the data confirm or disconfirm the statistical result (Creswell, 2013).

G. Sequence, Emphasis, and Mixing Procedures

- **Sequence.** The quantitative and qualitative phases were conducted in the same phase of the research process, weighing the methods equally, analyzing the two components independently, and interpreting the result together. With the end in mind of corroboration and validation, the researcher aimed at triangulating the methods by comparing the quantitative results to the qualitative findings.
- **Emphasis.** Both the quantitative and qualitative phases were given the same treatment in the study. The findings of both data sets were integrated during the interpretation phase of the study. By mixing both data sets, the researcher grasped the importance of corroborating the data while acknowledging the weaknesses in the study. As a rule of thumb, the convergent framework showed two strands with data collection and analysis of quantitative and qualitative strands.
- **Mixing Procedures.** In the convergent design, the researcher collected both forms of data concurrently, prioritize the methods equally, kept the data analysis independent, and mixed the result during the overall interpretation. The researcher made use of the joint display to establish and tried to look for convergence, divergence, and expansion of relationships of the two sources of data.

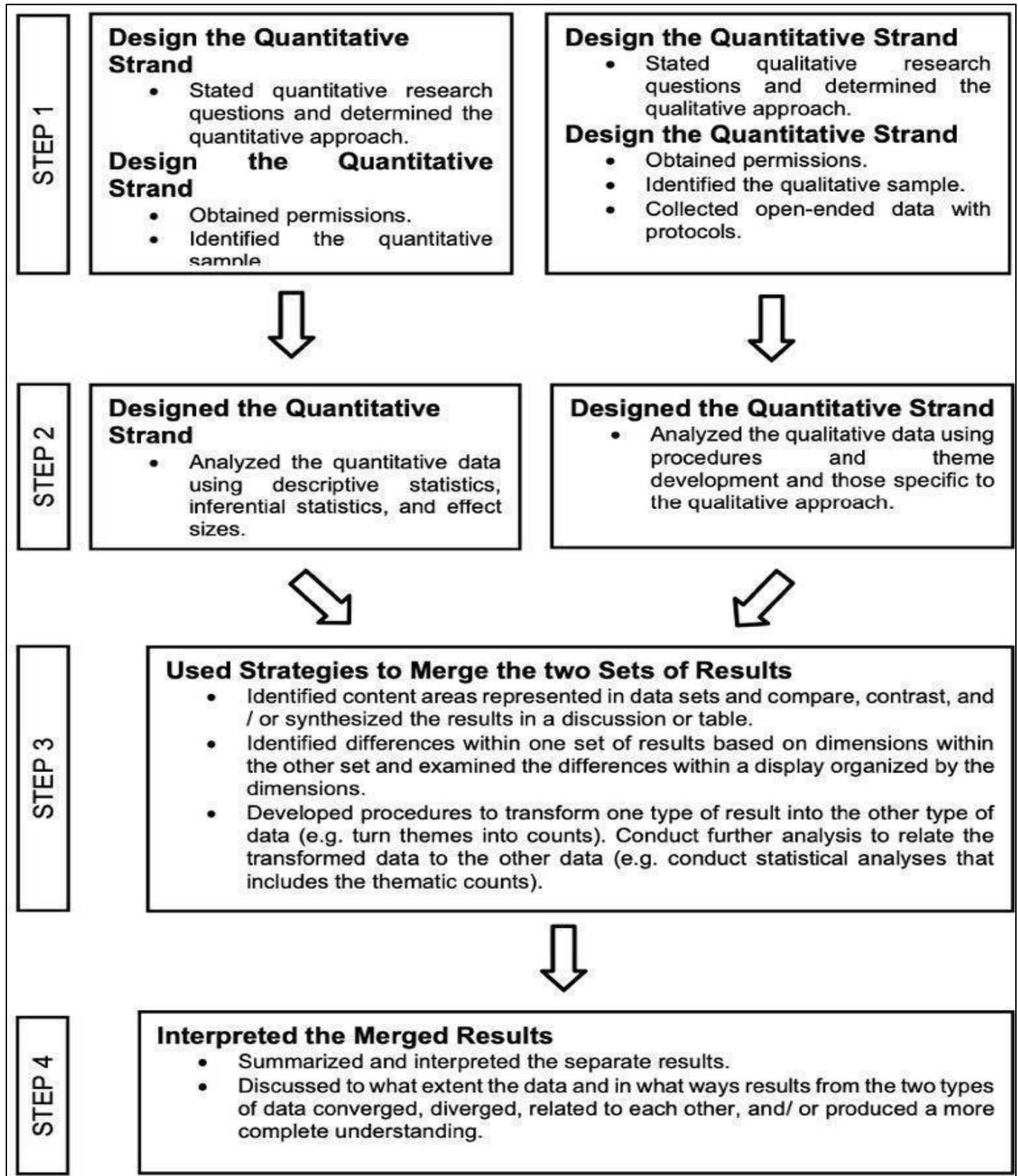


Fig 5: Flow of Procedures

H. Methodological Issues

Due to the intricacy and uniqueness of the research design, the following issues were encountered by the researcher while trying to complete the research study: research design, time, selection of participants, and resources.

- **Research Design.** One of the problems that the researcher faced was the unfamiliarity of using qualitative and mixed methods, specifically the phenomenological and convergent approaches, as the researcher was more versed in the quantitative research method which required the researcher to further study the nature and application of the said approaches through reading and assistance from the research adviser. Knowing that phenomenology requires thematic analysis and that convergent design demands corroboration of the two data sets, the researcher needed the assistance of a data analyst in interpreting and integrating the data while struggling to familiarize multiple regression analysis.
- **Time.** As far as the researcher's geographical location is concerned, the target schools of the study were remote and highly dispersed. Without a personal vessel for transportation, traveling alone took the researcher 3-5 hours to arrive at the destination. The target number of respondents and participants, which is more than 200, also hampered the timeliness of finishing the paper. This allowed the researcher to rent a car, targeting two weeks business transaction for data collection alone.
- **Participant Selection.** Convincing to answer the survey questionnaires took much work for the respondents and participants, let alone convince teachers to participate in the survey and interviews. The researcher was already expecting some schools to decline their participation due to the sensitivity of the study's variables, which focused on and might question the schools' human resource management practices and the leadership styles of their school heads. To keep the participants motivated in joining the study, the researcher offered to compensate and provide refreshments to entice the participants.
- **Resources.** Budget was also seen as a major element that can drag most studies regarding graduate school. Since the researcher planned to cover more than 200 respondents, including participants for the IDI and FGD, providing them with tokens of appreciation as part of their professional fee by freeing their time and agreeing to provide answers for the study also entailed monetary capacity. Since the area where the schools were located were much dispersed, researcher offered and allocated transportation, food, and lodging allowance to suffice the travel expenses or as needed.

I. Trustworthiness of the Study

To establish the study's trustworthiness, the researcher adhered to the thematic analysis and the trustworthiness criteria outlined by Lincoln and Guba (1985): credibility, transferability, dependability, and confirmability.

- **Credibility.** To ensure credibility, as proposed by Lincoln and Guba (1985), the study employed several strategies. First, all interactions and interview responses during the individual and focus group interviews were audio-recorded to capture the participants' perspectives accurately. These recordings were then transcribed into written transcripts, which were shared with the participants for verification to ensure the accuracy and authenticity of the data. Additionally, the study employed triangulation, utilizing multiple methods of data collection and analysis, to enhance the reliability and validity of the findings. By incorporating these steps and strategies, the study aimed to establish credibility and ensure the trustworthiness of the research process and outcomes. As explained by Elo et al. (2014) that credibility is an evaluation of whether the research findings are a credible conceptual interpretation of the information obtained from the respondents. It is said to be the ability of the data to be believed as authentic and trustworthy.
- **Transferability.** In this case, the transferability was addressed by certifying that the study was properly channeled, explaining why it was beneficial to the audience of this study. Before the start of the IDI and FGD, the participants were also given a brief explanation why they have been chosen to participate, more importantly because they fit to the criteria of the sample. Given that by design, qualitative does not aim for research replicability, the researcher provided descriptions, including methods and timeframe for the collection of data in the original study that allowed other researchers seeking to transfer the findings in a different context, situation, and population. According to Trochim (2006), transferability is the degree to which the method can be applied or transferred beyond the project's borders.
- **Dependability.** To ensure dependability, the researcher allowed co- teacher or peer in school who is also a researcher to read and react to the field notes or the transcribed statements from the audio-recording to check the veracity of the details of the transcriptions. The readers can thoroughly examine the research process to assess the study's dependability. Additionally, the research study underwent checks and audits, involving the research adviser and proposal and pre-final defense panelists to ensure proper execution and adherence to ethical standards. Shenton (2004) highlighted dependability as obtaining similar results if the study is repeated with the same methods and participants in the same context.
- **Confirmability.** To ensure confirmability, the researcher meticulously preserved records such as audio and/or video recordings of the individual and focus group interviews, which were cross-checked with the transcriptions and verified by the participants. The researcher took responsibility for demonstrating the process through which conclusions and interpretations were reached. According to Watkins (2012), confirmability measures how well other researchers' gathered data support the findings. Confirmability, which pertains to objectivity and the ability to corroborate findings, was addressed by providing participants with a pre-publication copy

for feedback and allowing other researchers, particularly in cases involving numerical data, to verify the accuracy of the data.

J. Ethical Considerations

Ethical considerations shall be given utmost importance in this study. Research ethics deals mainly with the interaction between researchers and the people they study (Mack et al., 2005). This means that the prime concern of the study shall be the well-being of the research participants. In the present study, a protocol was submitted to the UIC-REC to review scientific soundness and ethical issues.

- **Social Value.** Ethics in research entailed safety from harm and ensuring that participants and respondents were protected from unnecessary stress. Moreover, to ensure that this research undertaking did not violate ethical considerations, this paper underwent scrutiny, critiquing, assessment, and evaluation from the UIC-REC.

This study provided human resource officers/heads and school heads research-based data that allowed them to openly revisit the school employee manual, which contained the school's policies, procedures, and practices, which can be detrimental to the commitment of the teachers. Furthermore, school heads were provided with the study's findings. They can conduct a self-assessment to gauge their leadership styles to promote the kind of relationship they want to project to boost teacher commitment.

- **Informed Consent.** The cornerstone of ethical research was the articulation and use of informed consent. The researcher provided the study participants with an ICF before conducting the data-gathering procedure as part of the standard operating procedure. The ICF contained the UIC statement of ethical proceedings containing the study's purpose and the participants' rights to abort their participants should they feel violated or unprotected. The participants were also be informed what data were collected from them, how to be collected, and how to be used and reported. Moreover, as a response, the participants, if willing, signed and returned the ICF as a commitment to take part in the study. Therefore, participation and execution was voluntary and uncontrolled.
- **Vulnerability of Research Participants.** The study participants were teachers and were not considered vulnerable because they are professionals of legal age. However, the researcher did not assume that the teacher-participants are not psychologically vulnerable. The researcher safeguarded any information that the participants disclosed. For assurance purposes, the researcher initially asked an ethical clearance from UIC-REC to check for probable risks the survey questionnaires, IDI, and FGD entailed as soon as the study went about. Likewise, the researcher ensured that the environment and place where the IDI and FGD were conducted was safe and free from obstruction.
- **Risks, Benefits, and Safety.** In the study, the researcher ensured the participants' confidentiality and comfort by explaining the purpose of the study, guaranteeing confidentiality, and addressing any potential discomfort. Consideration was given to participants' demands, such as choosing the venue, based on resource availability. The researcher respected the participants' right to privacy, refraining from covert observation of private behavior. The study collected professional and non-personal information, protecting confidentiality through coding and anonymity. Virtual interviews were conducted to accommodate participants' concerns of distance and time-availability. The participants were compensated and reimbursed for any monetary expenses incurred, and the researcher committed to producing a quality and informative report with the collected data.
- **Privacy and Confidentiality of Information.** In connection to the Data Privacy Act of 2012, the researcher has the role and responsibility of securing the identity of the participants of the study in order to protect not just the data but the security and safety of the people involved. In particular, the participants trusted that their details about their names, ages, position, and other demographics were not divulged to anybody who planned to reprimand and persecute the participant for providing honest answers on the survey questionnaire.
- **Justice.** To make certain that justice is observed, a sampling technique was used to select the participants fairly. Anyone who met the inclusion criteria was considered a study participant. To exhibit justice, the researcher treated the participants without partiality and discrimination, regardless of their gender, age, and religious beliefs. The researcher solely shouldered the responsibility of producing the materials during the survey questionnaires and interviews. To exhibit distributive justice throughout the study, participants were given a token to recompense the service rendered or whatever damage incurred, assuring that the researchers shared the result with the teacher-participants.
- **Transparency.** As part of transparency, the researcher provided information regarding the nature of the study before the onset of the research undertaking. Additionally, should the participants need to ask questions regarding the study and any personal and professional background to build connection and confidence, the researcher was willing to disclose any information as long as it is sensible and intelligible. As regards the documents that the study can come up with, the participants had a full access to the findings and results of the study. The participants gave comments and suggestions in case there are irregularities and inconsistencies in the data.
- **Qualification of the Researcher.** The researcher believed this study was connected to his current position as Head of the Human Resource Office, making him qualified to undertake the study. Further, the researcher concurrently handles research subjects in the undergraduate, specifically in the Senior High School, giving him the benefit of acquiring competencies and background knowledge in qualitative and quantitative methods. Furthermore, the researcher was willing to be teachable and open-minded in accepting the criticisms and suggestions afforded by the experts in the field. Strengthening the expertise in the mixed methods approach and other

areas of research, the dissertation adviser considered an expert in the field, having finished her doctorate and extensive exposure in the world of research, qualified to assist and provide guidance for the completion of the study.

- **Adequacy of Facilities.** The researcher ensured the availability and accessibility of the needed facilities in this research undertaking. The library and internet resources needed for further readings and references to deepen and strengthen analysis and interpretation, especially in the data gathering. Audio recorders and other materials such as cameras, laptops, and printers were secured before the study. Furthermore, to prevent plagiarism, the researcher utilized applications and software to ascertain grammatical errors and validate the summary and paraphrasing of all cited literature before the final manuscript is submitted. Finally, the researcher sought assistance from a group of experts from UIC who can provide valuable feedback and suggestions to help conduct the study and communicate the results.
- **Community Involvement.** The researcher considers all institutions, together with all the stakeholders, most especially the teachers and school administrators, worthy of respect as participants of this study. As part of the ethical consideration, the overall operation of this study was subject to the permission of the Dean of the UIC-Graduate School, the UIC-REC school principals or heads of the private secondary high schools in Surigao del Sur, and the teachers whom the researcher sought written consent for their participation. All other community members who were, in one way or the other, be involved as an audience during the dissemination of the study findings were welcomed. At the same time, the researcher gives proper courtesy and permission.

CHAPTER FOUR RESULTS

This chapter presents the results of the study based on the research questions, as established in Chapter 1. The presentation begins with the quantitative descriptive results. Subsequently, the qualitative phase follows showing the thematic analysis, then the integration of the quantitative and qualitative findings.

A. Status of the Human Resource Management Practices

The status of human resource management practices as assessed by private secondary teachers as shown in Table 1 has an overall mean of 4.02, described as high. In addition, the relatively low standard deviation of .61 suggests consistency among teachers' responses regarding HRM practices.

- **Recruitment and Selection.** Notably, the results of the domain recruitment garnered a mean of 3.80 described as high. It can be noted that the ratings of the items in this mean ranges from 3.36 to 4.36. Examining closely the data, the table revealed that the statements *undergoing a medical test before being hired* and *taking formal test, written or work sample, for selecting applicants for vacancies* are with a mean of 3.36 while the item *being fully informed about the qualifications required to perform for the job before being hired* has a mean of 4.36.
- **Training and Development.** The category mean of the training and development domain showed 4.15 which is described as high. As shown in the table, all items range from 3.76 to 4.38. The item, namely *getting the training they need to do their job well* shows the rating of 3.76. In the case of the item stating *having training opportunities to learn and grow* reflects a mean rating of 4.38.

Table 1: Status of Human Resource Management Practices

Recruitment and Selection	Mean	SD	Description
1. being fully informed about the qualifications required to perform the job before being hired.	4.36	0.72	Very High
2. undergoing a medical test before being hired	3.36	1.31	High
3. undergoing structured interviews (job related questions, same questions asked of all applicants) before being hired.	4.21	0.98	Very High
4. taking formal test (written or work sample) for selecting applicants for vacancies.	3.36	1.23	High
5. noticing job advertisements in newspapers are used by the school to recruit people.	3.41	1.33	High
Category Mean	3.80	0.93	High
Training and Development			
having training opportunities to learn and grow.	4.38	0.79	Very High
Getting the training they need to do their job well.	4.28	0.78	Very High
getting the training from the School for their next promotion	3.76	0.96	High
sensing that employees' individual needs are addressed irrespective of their origin to enable full participation.	3.96	0.77	High
confirming their school provides cultural sensitivity courses/workshops for employees.	4.10	0.76	High
Joining Available Training Match with their Job	4.13	0.77	High
Category Mean	4.15	0.71	High
Performance Evaluation			
Considering the performance appraisal as fair.	4.14	0.70	High
Understanding there is a formal and written performance appraisal system.	4.17	0.70	High
Informing how their performance is evaluated.	4.16	0.77	High
Receiving feedback of performance evaluation results about themselves	4.17	0.73	High
Knowing the performance appraisal is done by the school head/principal.	4.27	0.73	Very High
Having an idea that appraisal ratings are focused on the individual's performance, not personality.	4.21	0.68	Very High
Category Mean	4.30	0.64	Very High
Promotion Practices			
The school having a written promotion policy	3.78	0.94	High
Having job promotions that are fair and equitable.	3.86	0.90	High
School promoting employees based on seniority.	3.78	0.91	High
School's promoting employees based on ability to perform.	4.00	0.80	High
Being satisfied with the promotional basis.	3.95	0.83	High

School providing promotion in the form of better pays and wages.	3.99	0.80	High
School providing promotion in the form of enhanced responsibilities, status and prestige.	3.98	0.71	High
The school motivating the employee for promotion.	4.00	0.73	High
Category Mean	3.92	0.70	High
Remuneration Practices			
being aware that employees are paid same wages when performing similar duties.	3.94	0.76	High
appreciating the current remuneration practices designed to be fair and non-discriminative.	3.98	0.74	High
understanding that rewards are based on employee performance.	4.08	0.73	High
having a practical understanding that salaries of all employees are based on their previous experience.	3.83	0.80	High
believing their annual raise is significant and satisfactory.	3.99	0.78	High
perceiving that the available benefits are appropriate for their needs.	4.00	0.78	High
understanding that if they do work well, they can count on earning more money (bonuses and commissions).	3.81	0.86	High
Accepting their salary as fair for the tasks, duties and responsibilities of their job/position	4.11	0.77	High
feeling that the School provides a nice work environment.	4.01	0.71	High
appreciating that the School provides flexible work hours to accommodate their personal needs.	4.05	0.81	High
Category Mean	4.32	0.62	Very High
Total Mean	4.02	0.61	High

- **Performance Evaluation.** The teachers rated the performance and evaluation domain has a mean rating of 4.30 described as very high. In addition, the mean ratings ranged from 4.14 to 4.27. It is revealed that *considering the performance appraisal as fair* has a mean rating of 4.14, while the item *knowing the performance appraisal is done by the school head/principal*, as an item that reflects a mean rating of 4.27.
- **Promotion Practices.** The domain promotion practices, as rated by teachers, revealed a category mean of 3.92, which was described as high, with mean ratings ranging from 3.78 to 4.00. The table shows that the items stating, *the school having a written promotion policy* and *school promoting employees based on seniority* exhibited a mean rating of 3.78. Consecutively, the items *school's promoting employees based on ability to perform* and *the school motivating the employee for promotion* garnered a mean rating of 4.00.
- **Remuneration Practices.** Remuneration practices, as a domain, has a category mean of 4.05 by teachers which was described as high. It has mean ratings that ranged from 3.81 to 4.11. As seen on the table, the item *understanding that if they do work well, they can count on earning more money (bonuses and commissions)* disclosed a mean rating of 3.81. The item indicated as *understanding that rewards are based on employee performance* has a mean 4.08.

B. Status of Leadership Styles

As shown in table 2, the status of leadership styles, as appraised by teachers, has an overall mean of 4.01 which can be described as high. Additionally, the standard deviation of this variable showed .54 displaying a likely close response of teachers in terms of leadership styles.

- **Transformational Leadership.** The transformational domain of leadership captured a category mean of 4.22 described as very high. As shown in the table, it has mean ratings that range from 3.98 to 4.35. Further, the item *clarifying rewards* tallied a mean of 3.98 and the item stating *encouraging them to rethink ideas* accumulated a mean of 4.35.
- **Transactional Leadership.** The domain transactional leadership has a category mean of 4.07 described as high. Based on the table presented, it has mean ratings that range from 3.91 to 4.22. The items *spending more time dealing with problems* and *rewarding their achievement* have a mean of 3.91. The statement *tracking and monitoring their progress as a teacher* has a total mean of 4.22.

Table 2: Status of Leadership Styles

Transformational Leadership	Mean	SD	Description
assisting them based on effort.	4.17	0.66	High
recognizing their achievements.	4.19	0.70	High
behaving consistently with values set by the school.	4.28	0.68	Very High

focusing on their strengths	4.13	0.69	High
Promoting holistic (physical, intellectual, social, emotional, and moral) development.	4.26	0.69	Very High
providing reassurance in overcoming obstacles.	4.17	0.70	High
encouraging non-traditional thinking.	4.11	0.66	High
Providing advice for personal and professional development.	4.26	0.65	Very High
Encouraging them to rethink ideas.	4.35	0.60	Very High
clarifying rewards.	3.98	0.78	High
providing positive encouragement.	4.27	0.66	Very High
encouraging them to express ideas.	4.28	0.72	Very High
encouraging reasoning.	4.21	0.70	Very High
Instilling pride in them.	4.02	0.71	High
Treating them as individuals.	4.22	0.65	Very High
talking enthusiastically	4.16	0.70	High
talking about trusting each other.	4.17	0.67	High
Category Mean	4.22	0.62	Very High
Transactional Leadership			
focusing on their achievements.	4.01	0.67	High
tracking and monitoring their progress as a teacher.	4.21	0.68	Very High
concentrating on their success rate.	3.99	0.70	High
spending more time dealing with problems.	3.91	0.77	High
assisting based on the effort of the individual teacher.	4.08	0.70	High
rewarding their achievement.	3.91	0.83	High
recognizing their achievement.	4.08	0.69	High
clarifying rewards.	3.92	0.79	High
Category Mean	4.07	0.64	High
Laissez-Faire Leadership			
reacting to problems, only if serious.	3.78	0.94	High
allowing them to solve problems on their own.	3.88	0.77	High
reacting to failure with reservation.	3.88	0.78	High
permitting teachers to decide.	4.04	0.70	High
allowing involvement of teachers.	4.14	0.70	High
timely in responding to queries/issues.	3.28	1.10	High
being available when needed.	3.18	1.19	Moderately High
Category Mean	3.78	0.68	High
Total Mean	4.01	0.54	High

Laissez-Faire Leadership. The domain regarding laissez-faire leadership has a category mean of 3.78 which has a descriptive value as high. Based on the table, it has mean ratings ranging from 3.18 to 4.14. As indicated, the item stating *being available when needed* has a mean of 3.18. On the contrary, the statement *allowing involvement of teachers* has a mean of 4.14.

C. Status of Teacher Commitment

As shown in table 3, the status of teacher commitment has acquired an overall mean of 4.57 described as very high, which means that the teacher commitment of private secondary teachers is always evident. Equally important, in the context of this variable, a standard deviation .53 implies that there is some degree of diversity among teachers regarding their level of commitment to their school, profession, pupils/students, and workgroup.

- **Commitment to School.** This domain has a category mean of 4.64 described as very high. Based on the table, it has mean ratings that range from 4.42 to 4.66. The item *feeling that this school is the best of all possible schools for which to work* has a mean of 4.42. Similarly, the item *caring about the fate of the school* tallied a total mean of 4.66.
- **Commitment to Teaching Profession.** The domain of commitment to the teaching profession has a category mean of 4.52 described as very high, which means that it is always evident to teachers. Noted on the table, it has mean ratings ranging from 4.23 to 4.63. In the table, the item *thinking of not taking a job different from being a teacher and paid the same amount* has a total mean of 4.23.

Table 3: Status of Teacher Commitment

Commitment to School	Mean	SD	Description
willing to put in a great deal of effort than what is normally expected to help the school to be successful.	4.58	0.58	Very High
being loyal to the school.	4.57	0.57	Very High
being proud to tell others that they are proud of this school.	4.58	0.59	Very High
being inspired to perform the best for this school.	4.61	0.56	Very High
caring about the fate of the school.	4.66	0.52	Very High
feeling that this school is the best of all possible schools for which to work.	4.42	0.66	Very High
Category Mean	4.64	0.52	Very High
Commitment to Teaching Profession			
accomplishing the job with enthusiasm.	4.44	0.57	Very High
being proud of being a teacher.	4.63	0.54	Very High
enjoying teaching.	4.56	0.56	Very High
being awake at night thinking ahead to the next day's work.	4.34	0.74	Very High
thinking of not taking a job different from being a teacher and paid the same amount.	4.21	0.86	Very High
admitting that the best decision they have ever made is to become a teacher.	4.33	0.68	Very High
Category Mean	4.52	0.55	Very High
Commitment to Pupils/Students			
Being responsible for ensuring good social relations among pupils/students.	4.59	0.52	Very High
Being responsible for ensuring pupil's /student's success.	4.63	0.53	Very High
Feeling obliged to mediate among the rival groups of the pupils/students.	4.54	0.60	Very High
Trying their best for the pupils/students.	4.72	0.51	Very High
Giving their full support to the pupils/students.	4.69	0.53	Very High
Feeling glad seeing the pupils/students succeed.	4.75	0.47	Very High
Category Mean	4.72	0.48	Very High
Commitment to Work Group			
spending time with other teachers during break time.	4.33	0.79	Very High
being proud of their colleagues.	4.53	0.64	Very High
being a close friend to other teachers.	4.39	0.73	Very High
considering other teachers in the school as their best friends.	4.28	0.81	Very High
having harmonious relationship with other teachers.	4.48	0.67	Very High
feeling that their colleagues can be trusted.	4.25	0.82	Very High
Category Mean	4.46	0.65	Very High
Total Mean	4.57	0.53	Very High

Continuously, the item stating, *being proud of being a teacher* has a mean of 4.63. Commitment to Pupils/Students. The domain commitment to pupils/students has a category mean of 4.72 which according to the description is very high among teachers. As seen on the table, it contains mean ratings ranging from 4.54 to 4.75. The item *feeling obliged to mediate among the rival groups of the pupils/students* has a mean of 4.54. Likewise, the item *feeling glad seeing the pupils/students succeed* has a total mean of 4.75.

- **Commitment to Work Group.** The commitment to the work group domain has a category mean of 4.46, labeled as very high. Based on the information provided in the table, this domain has mean ratings ranging from 4.25 to 4.53. The item *feeling that their colleagues can be trusted* has a mean of 4.25. In the same way, the item *being proud of their colleagues* with a mean of 4.53.

D. Significance of the Influence of Human Resources Management Practices and Leadership Styles to Teacher Commitment

Table 4 shows the data on the significance of the influence of human resources management practices and leadership styles to teacher commitment. The finding shows that leadership styles significantly influence teacher commitment due to the p-value, which is less than .05.

Table 4: Significance of the Influence of Human Resources Management Practices and Leadership Styles to Teacher Commitment

Teacher Commitment	Standardized Coefficients Beta	t	p-value	Decision
Human				
Resources Management Practices	.072	.940	.348	Not Significant
Leadership Styles	.303	3.932	.000	Significant
Combined Influence	of Predictors			
R		0.344		
R ²		0.119		
F	13.263			
P	.000			Significant

Table 4 shows the significant influence of human resources management practices and leadership styles to teacher commitment. The finding shows that leadership styles significantly influence teacher commitment as seen in the p- value, which is less than .05 and a standardized beta coefficient of .303. Likewise, human resource management practices do not predict teacher commitment as seen in the p-value that is greater than .05 (standardized beta coefficient=.072).

Further, the result of the F ratio in Table 4 indicates that the overall regression model, which is the combined effect of human resources management practices and leadership styles as predictors of teacher commitment is a good fit for the data in this study ($F=13.263$, $p<.05$). Furthermore, as shown by the data an R-squared value of 0.119 implies that 11.9 percent of the variation in the teacher commitment can be explained by the variables and items in the study. This suggests that 88.1 percent of the variance can be attributed to other factors aside from leadership styles.

E. Profile of the Participants

Table 5 shows the profile of participants in the qualitative strand of the study. Based on the table below, the total number of participants is composed of 17 teachers. They were purposively selected by the researcher to gain further information for the qualitative strand of this mixed methods study.

Additionally, as indicated in the table below a total of 17 participants were enjoined to participate in the IDI and FGD; ten were selected for the IDI and another seven participants for the FGD. Most of the teachers are 24 years old and above, and have been teaching in the private school for at least three years. More importantly, all of the participants hailed from different municipalities and cities in the Province of Surigao del Sur.

Table 5: Profile of the Participants

Participant No.	Assigned Code	Age	Teaching Experience	Municipality/City
01	IDI1	40	8	Lingig
02	IDI2	34	7	Marihatag
03	IDI3	24	4	Tandag
04	IDI4	25	5	Liangá
05	IDI5	39	9	Barobo
06	IDI6	35	7	San Agustin
07	IDI7	27	6	Hinatuan
08	IDI8	26	5	San Agustin
09	IDI9	40	10	Cagwait
10	IDI10	38	9	Liangá
11	FGD-P1	30	5	Bislig City
12	FGD-P2	34	5	Bislig City
13	FGD-P3	29	3	Bislig City
14	FGD-P4	36	4	Bislig City
15	FGD-P5	27	6	Bislig City
16	FGD-P6	24	3	Bislig City
17	FGD-P7	26	6	Bislig City

F. Lived Experiences of Participants as Regards Teacher Commitment

Table 6 presents the lived experiences of participants regarding teacher commitment. The data gathered through IDI and FGD were transcribed, coded, grouped, and organized into themes. In this particular research question regarding the lived experiences of teachers about teacher commitment, eight themes were created, and accordingly the following themes were shown on the table below: empowering connections, innovative instructional approaches, effective discipline and guidance, task-oriented excellence, continuous professional growth, unconditional dedication, institutional loyalty, and collaborative harmony.

Table 6: Lived Experiences of Participants as Regards Teacher Commitment

	Core Ideas
Empower Connections	Building good relationships with students
	Showing respect for their youth
	Being open-minded of the student's different personalities
	Giving students extra-time
	Believing in the students' capability
Innovative Instructional Approaches	Providing students with different activities
	Sensitive to the learning styles of the students
	Thinking of the best strategies and methods to achieve the lesson
	Applying varied techniques and approaches
	Creating a classroom that is inclusive to all modalities in learning
Judicious Discipline and Guidance	Reprimanding the bad behaviors of students at an early stage
	Showing love for students without making them spoiled
	Setting boundaries between student and teacher relationships
	Giving students advice when needed
	Showing tough love to diminish bad behaviors
Task-Oriented Excellence	Prompt in doing tasks at school
	Consistency in the teaching performance
	Abiding by the command or request of the direct school head
	Staying before the work is finished entirely
	Preparing instructional materials which will be needed in the coming days
Continuous Professional Growth	Pursuing graduate studies
	Joining INSET and other seminars online
	Seeking out new knowledge and staying updated with current research and best practices
	Embracing challenges and seeking new opportunities for professional advancement
	Reflecting on teaching practices and seeking feedback for improvement
Conscientious Dedication	Attending the classes, even if the weather is not good or not feeling well
	Rendering time even there is emergencies or even holidays and weekends
	Accomplishing work beyond the call of duty
	Spending time and money in making their classroom clean and organized.
	Offering time to answer queries on school related matters
Institutional Loyalty	Long period of service in the institution
	Proud to be part of the institution
	Following the vision and mission of the school
	Never thinking of leaving the school for good
	Promoting the school inside and outside the school campus
Collaborative Harmony	Cooperative, helpful and supportive to their colleagues
	Having a good relationship with their colleagues
	Sharing of ideas on how to handle classes

	Collaborating with colleagues to share ideas and resources for professional growth
	Going out to eat and celebrate with co-teachers

Empower Connections. When teachers shared their lived experiences, a compelling theme emerged – empower connections. This theme, derived from five core ideas, encapsulated the profound impact teachers have on their students, namely: building good relationships with students, showing respect for their youth, being open-minded of the students' different personalities, giving students extra- time, and believing in the students' capability. The first and core ideas emphasized the importance of building strong relationships and showing unwavering respect, fostering an environment of trust and value. The third core idea highlighted the significance of embracing students' diverse personalities, creating an inclusive space that nurtures growth and self-confidence. The fourth, the teachers' unwavering commitment to investing extra time and effort showcased their dedication to each student's holistic development. Lastly, this core idea emphasized the importance of believing in the students in the midst of their imperfections. These stories painted a vivid picture of how empowering connections with students lay the foundation for growth, respect, and academic success.

Participants voiced their thoughts that:

By making sure my students will learn from me or will have a transformation of learning. As a teacher, I will decide what is relevant, and how to measure the progress of your lessons. **(IDI 1)**

Became a significant influence on my students' achievement. **(IDI 3)**

Siguro dapat dili one-sided. *Dapat* open-minded that students have different personalities. *Naay* students *na* slow learners, I give them extra-time... **(IDI 6)**

Be open-minded that students have different personalities and learning abilities. Some are slow learners, so they may need extra time...

- **Innovative Instructional Approaches.** During interviews with private school teachers, their shared experiences shed light on the crucial role of innovation in demonstrating teacher commitment. The theme innovative instructional approaches emerged as a fundamental aspect, encompassing the following core ideas: providing students with different activities, sensitive to the learning styles of the students, thinking of the best strategies and methods to achieve the lesson, applying varied techniques and approaches, and creating a classroom that is inclusive to all modalities in learning. Firstly, teachers stressed the significance of providing students with diverse activities, aiming to foster engagement and cater to their individual interests and needs. Secondly, they acknowledged the importance of being sensitive to the various learning styles exhibited by students, acknowledging that personalized approaches can enhance their understanding and growth. Lastly, these dedicated educators stressed the value of continuously reflecting on and refining their teaching methods, actively seeking out the most effective strategies and techniques to achieve optimal learning outcomes. By embodying a spirit of innovation, these teachers showcased their unwavering commitment to their students' academic progress and holistic development.

It was expressed by the participants that:

By thinking of the best strategies and methods to achieve the lesson. Since we have diversified lessons, I tried having differentiated activities to cater their differences ... **(IDI 1)**

I can describe my commitment as a teacher by providing my students with different activities, varied activities, and strategies in order to receive quality education. **(IDI 2)**

Just like what they said. Students learn from us, so we should not stop thinking of strategies *para yung mga bata maka*-learn out of the box. **(FGD 7)**

Just like what they said. Students learn from us, so we should not stop thinking of strategies so that the children will learn out of the box.

- **Judicious Discipline and Guidance.** As the interviews and discussions delved into the lived experiences of the participants, a captivating theme emerged—judicious discipline and guidance as a manifestation of teacher commitment. This insightful theme unfolded from a tapestry of core ideas, wherein teachers shared their perspectives on reprimanding the negative behaviors of students,

expressing genuine care for their well-being without fostering a sense of entitlement, establishing healthy boundaries, and offering invaluable guidance. It became evident that these devoted educators recognized the delicate balance between discipline and compassion, employing their wisdom and discernment to nurture a supportive and growth-oriented environment. Through their practice of judicious interactions, these teachers exemplified a commitment to the holistic development and success of their students.

In the participants' own words:

Para ma-establish ang commitment sa students binibigay ko ang best ko, at the same time hindi ko sila tino-tolerate sa maling gawain. (FGD 4)

To establish my commitment to my students, I always give my best, while at the same time not tolerating any wrongdoings.

I show my love for them, *but hindi* spoiled. In the first day of school I set the rules *kung ano ang good at ano ang bawal. (FGD 6)*

I show my love for them, but I don't spoil them. On the first day of school, I establish the do's and don'ts.

I set boundaries. We need to be close with the students so we know how they are at home and in the classroom. We also need to give advice to them. (FGD 7)

- **Task-Oriented Excellence.** Amidst the exploration of teachers' lived experiences, an essential theme of task-oriented excellence emerged, casting a luminous spotlight on their steadfast commitment. This compelling theme was nurtured by the resolute dedication to the core ideas: promptness in doing tasks at school, consistency in the teaching performance, abiding by the command and request of the school head, staying before the work is finished entirely, and preparing instructional materials which will be needed in the coming days. As teachers shared their stories, a resounding echo of their diligence and conscientiousness resonated through their words. Whether it be braving adverse weather conditions, pushing through personal challenges, or diligently fulfilling their responsibilities beyond the call of duty, these teachers exemplified an unwavering pursuit of excellence. Their unwavering commitment to their craft and their students shone brightly, painting a vivid portrait of their steadfast determination.

Participants conveyed their perspectives that:

I think I'm fully committed with my students because I always enter the classroom in my schedule and I'm consistent with my performance in terms of teaching. (IDI 2)

Commitment for me as a teacher means being prompt always at school, like *kung naay ipa-buhat sa imo head para sa imo student, kay imo gayud buhaton. (IDI 5)*

Commitment for me as a teacher means being prompt always at school, like fulfilling tasks assigned to me for the benefit of my students.

Commitment for me as a teacher, *gagawin mo lahat kung ano ang pinagagawa sayo nang school kahit na labag sa sarili at kalooban mo gagawin mo kasi teacher ka at pumasok ka diyan... (FGD 4)*

Commitment for me as a teacher means doing everything that the school requires, even if it goes against my personal desires and preferences...

- **Continuous Professional Growth.** Within the tapestry of teachers' responses, an essential theme emerged, illuminating the significance of continuous professional growth. This transformative theme found its roots in the core ideas of pursuing graduate studies, participating in INSET programs and online seminars, seeking out new knowledge, and staying updated with current research and best practices. As teachers shared their narratives, an enchanting tale of unyielding dedication to personal and professional development unfolded. Their thirst for knowledge and unwavering commitment to lifelong learning breathed life into this essential theme. With each step taken on the path of continuous growth, these educators embraced the opportunities to expand their horizons, deepening their understanding, and refining their skills. Through their pursuit of graduate studies and engagement in transformative INSET programs and online seminars, these teachers exemplified the essence of lifelong learning, paving the way for their personal and professional fulfillment.

As reported by the participants:

After my Master's degree I am planning to enroll in a doctorate because I have plans to become a dean in a department. (IDI 2)

I joined INSET and other seminars online. My next seminar will be in June. (IDI 4)

For me, I would describe my commitment, for me *man gud* is I am into standards. I always *want nga* to have eligibility, *dapat nakapasar ko sa LET*, and to have my Masteral. (FGD 1)

For me, I would describe my commitment as being grounded into standards. It's important for me to meet certain eligibility, like passing the LET, and to have my Master's.

- **Conscientious Dedication.** Through in-depth interviews and engaging discussions, the essence of teacher commitment unfolded, revealing an overarching theme of conscientious dedication. This theme emanated from a tapestry of core ideas, where teachers exemplified their unwavering commitment through their actions. They demonstrated an unwavering resolve to attend classes, even in adverse weather conditions or when feeling unwell. They willingly sacrificed personal time, including holidays and weekends, to devote themselves to their students and profession. Going beyond the call of duty, they invested extra effort and resources in creating an environment of cleanliness and organization within their classrooms. Furthermore, their dedication extended to being readily available to address inquiries on school-related matters, providing a vital support system to students and colleagues alike. The theme of unconditional dedication exemplifies the profound sense of devotion and selflessness that defines these committed educators.

Participants' input indicated:

By coming to work on time, attending classes, even if the weather is not good or I'm not feeling well. Sometimes spending time and money in structuring your bulletin boards ... (IDI 1)

If ever there are emergencies or on-call, or even holidays and weekends, we need to render our time. (IDI 7)

I do and accomplish my work beyond the call of duty and walk the extra mile to finish the job entrusted to me. (IDI 10)

- **Institutional Loyalty.** Immersed in the rich narratives collected through individual interviews and focus group discussions, a resonant theme emerged, unveiling the philosophical significance of institutional loyalty. This theme emanated from the interwoven core ideas of a long period of service in the institution, a deep sense of pride in being part of the school community, a steadfast commitment to upholding the school's vision and mission, a deep rootedness of not leaving the school, and constant promotion of the school inside and outside the campus.

The consensus among participants was that:

I already served 5 years here and I think that is my definition of commitment: providing a long period of service here in institution. Somehow, I'm already planning to exit this institution... (IDI 2)

In teaching for almost 9 years, I already accepted and adopted the goals and core values of the school. Also, I am proud to be part of this institution and passionately care for the future of the school. (IDI 3)

Commitment to the school is by means following the vision and mission of the school, also by delivering quality education towards our students... (IDI 9)

- **Collaborative Harmony.** During the interviews exploring teachers' lived experiences and their commitment, a prominent theme that emerged was the significance of collaborative harmony. This essential theme was derived from the core ideas of being cooperative, helpful, and supportive to colleagues, as well as fostering positive relationships with them. Collaborating well with colleagues underscores the importance of working synergistically within a professional setting. It entails fostering positive relationships, maintaining clear and open communication channels, and actively sharing ideas and resources to achieve shared goals. By prioritizing collaboration, teachers can harness the collective expertise and strengths of their colleagues, creating a collaborative and supportive work environment that enhances their overall commitment and contributes to their professional growth and development.

Participants shared openly that:

By being cooperative, helpful and supportive to my colleagues. One time, my co-worker got a task decorating the stage for a school event, so what I did, I volunteered to respect each other... **(IDI 1)**

I think I am good with my colleagues because I have a good relationship with them. If there are teachers that show bad habits, especially in teaching students, I will directly confront them but not in a bad way... **(IDI 2)**

Most of the time, *pag naay free time magka-istorya mi*, they help me grow. They contributed a lot in giving suggestions, *mga tambag, na pwede pod makatabang sa ako*. **(IDI 5)**

Most of the time, when there's free time, we talk and they help me grow. They contribute a lot by giving suggestions and advice that can also be helpful to me.

G. Insights Shared by the Participants as Regards the Beliefs on Teacher Commitment

Table 7 below shows the insights shared by the participants as regards the beliefs on teacher commitment. Based on the IDI and FGD conducted, answers were transcribed, coded, grouped, and organized into themes and the resulting themes include understanding about teacher commitment. Based on the core ideas, the themes were formulated as follows: synergistic collaboration, catalyzing leadership, and engagement empowerment.

Table 7: Insights Shared by the Participants as Regards the Beliefs on Teacher Commitment

Essential Themes	Core Ideas
Positive Climate	Collaborating and sharing expertise to enhance teaching practices and student outcomes
	Actively participating in team meetings, professional development and collaborative decision-making processes
	Building a positive and inclusive work environment through trust, respect, and effective communication
	Going above and beyond to contribute to the success and well-being of the entire workgroup
Catalyzing Leadership	Inspiring and transformational leadership that fosters trust, motivation, and commitment among teachers
	Supportive and participative leadership that values teacher input, promotes collaboration and enhances commitment
	Autocratic and directive leadership that may hinder teacher commitment and limit professional growth
	Servant leadership that prioritizes the needs of teachers, encourages a sense of ownership and enhances commitment
Engaged Empowerment	Laissez-faire leadership that lacks clear direction and support, potentially leading to lower levels of teacher commitment
	Providing opportunities for professional development and growth
	Recognizing and rewarding teachers' achievements and contributions
	Promoting a positive work-life balance and well-being
	Ensuring clear communication channels and feedback mechanisms
	Fostering a collaborative and inclusive work environment

Positive Climate. Within the realm of teacher commitment, a captivating theme emerged: positive climate. It encapsulated the beliefs and unwavering dedication of schools to create a child-friendly and an employee-friendly school. Through collaborative endeavors, they shared expertise, uplifted colleagues, actively participated in decision-making, fostered a positive work environment, and went above and beyond for collective success. This harmonious symphony of commitment revealed that their collaboration was not just a word, but a transformative force that breathed life into classrooms and shaped the future of education.

Participants articulated their views that:

Commitment is how you give yourself, *kumbaga* you're part of a group. *Makaingon ka*: I'll stay here because I am healthy as a professional because of the people that surround me. **(IDI 6)**

Commitment is how you give yourself, as if you're part of a group. I can say: I'll stay here because I am healthy as a professional because of the people that surround me.

Being a teacher is a never-ending process. We should be committed not only to the students but also to the school. In every trial or failure we can learn from it. (IDI 7)

A commitment is a never-ending process. A teacher is always a student because we learn in every experience that we face along our teaching journey. (IDI 10)

- **Catalyzing Leadership.** Within the realm of teacher commitment, a captivating theme emerged: catalyzing leadership. It encapsulated the transformative power of leadership styles on teachers. Inspiring and transformational leaders fostered trust, motivation, and commitment. Supportive and participative leaders valued teacher input, promoting collaboration. Autocratic and directive leaders posed potential limitations. Servant leaders prioritized teachers' needs and ownership. Laissez-faire leaders lacked direction, impacting commitment. These stories painted a vivid picture of how catalyzing leadership shapes the future of education.

Participants shed light that:

Siguro mas mo stronger pa ako commitment, especially when there are problems faced nga ang unang mo respond or motubang kay ang principal, kay murag solved gyud ang problema. (IDI 2)

I think my commitment would be stronger, especially when I have a principal who can help me face the problems.

I will not grow without their style of leadership. Commitment is about hard work. (IDI 5)

Our principal conducts formal and informal observations with her rating sheet and gives feedback right away. I like it that way. (IDI 10)

- **Engaged Empowerment.** When delving into the participants' perspectives on teacher commitment, an enlightening theme, bursting with vitality, surfaced: engaged empowerment. This pivotal theme, embodying the very essence of the discourse, materialized through vibrant concepts. The fabric of engaged empowerment was interwoven with the notions of invigorating professional growth and development, cherishing and commending teachers' remarkable achievements and contributions, nurturing a harmonious equilibrium between work and personal life while embracing holistic well-being, establishing unequivocal lines of communication and feedback loops to facilitate mutual understanding, and fostering a spirited and inclusive work milieu where collaboration thrived and diversity flourished. The resplendent hues of this theme invite us to explore the captivating landscape of teacher commitment, where scholarly inquiry and the artistry of human experiences harmoniously converge.

It became apparent from participants' input that:

Competence and professionalism. I can see how they care for us like for example pursuing the standardization that will benefit us. (IDI 1)

As a teacher, it is a life-long learning. *Meron tayo lessons na nakukuha sa ating experience.* (FGD 6)

As a teacher, it is a life-long learning. We get lessons from our experiences.

We never stop learning from our experiences – from failure or positive experiences – we are always learning. (FGD 7)

H. Insights Shared by the Participants as Regards the Attitude on Teacher Commitment

Table 8 presents the participant insights into the attitudes of teacher commitment. Understanding about teacher commitment is one of the themes that emerged from the IDI and FGD that were conducted. The responses were transcribed, categorized, grouped, and structured into themes, specifically, unwavering mastery, innovative pedagogies, and empowering potentials.

- **Unwavering Mastery.** Within the captivating discourse surrounding the attitudes of participants regarding teacher commitment, a resolute theme emerges: unwavering mastery. Drawing from the participants' responses, this theme reveals itself through a constellation of key ideas. It begins with the embodiment of a strong work ethic, transcending expectations and embracing a commitment that goes beyond the ordinary. It manifests in the active engagement in professional development endeavors, constantly seeking growth and refinement. It further materializes in the creation of a positive and inclusive learning environment, fostering student engagement, motivation, and academic triumph.

Table 8: Insights Shared by the Participants as Regards the Attitude on Teacher Commitment

Essential Themes	Core Ideas
Unwavering Mastery	Demonstrating a strong work ethic and going above and beyond the call of duty
	Actively participating in professional development activities
	Fostering a positive and inclusive learning environment that promotes student engagement, motivation, and academic success
	Collaborating effectively with colleagues, sharing resources and ideas, and contributing to a supportive and cooperative professional community
	Embracing the school's mission, vision, and values, and consistently aligning teaching practices with the overall goals and objectives of the institution
Innovative Pedagogies	Providing personalized instruction and differentiated learning experiences to meet the diverse needs of students
	Cultivating a positive classroom environment that promotes active engagement, respect, and inclusivity
	Nurturing a passion for lifelong learning and instilling a love for education in students
	Collaborating with parents, guardians, and stakeholders to support students' academic and social development
	Embracing professional ethics and maintaining high standards of integrity and professionalism in all aspects of teaching
Empowering Potentials	Providing individualized support and personalized attention to meet the unique needs of each student
	Creating a positive and inclusive classroom environment that fosters a sense of belonging and encourages student engagement
	Setting high expectations for student achievement and providing the necessary guidance and resources to help students reach their full potential
	Building strong relationships with students based on trust, respect, and empathy
	Continuously monitoring student progress and adjusting instructional strategies to ensure student learning and growth

Participants made known that:

If you are a teacher, your role is not just to teach in the room, you also teach students good morals or character, and stand as their second parent. **(IDI 7)**

Siguro this will fall *sa* teachers *nga mu-accept sa* students *nga* need *i-train* academically, whenever *naay* contests. *Kay ma-test kung unsa ka* dedicated *nga* teacher... **(IDI 10)**

Maybe this will fall to teachers who accept students who need training academically, whenever there are contests. Because your dedication as a teacher will be tested...

I am more serious and strict with the policies, rules, and guidelines in teaching. And since I am committed I am into the standards. **(FGD 2)**

- **Innovative Pedagogies.** In the dynamic exchange of participant perspectives on teacher commitment, a captivating response emerges— innovative pedagogies. This essential theme takes shape as we probe into the core ideas that underpin it. These ideas revolve around the transformative practices of providing personalized instruction and tailored learning experiences that cater to the diverse needs of students. They entail the cultivation of a positive and inclusive classroom environment, fostering active engagement, respect, and inclusivity among learners. The theme further unfolds through the nurturing of a lifelong love for learning and a profound dedication to education, instilling these values in students. It encompasses the collaborative partnership with parents, guardians, and stakeholders, forging strong connections to support the holistic academic and social development of students. Finally, it encompasses the embodiment of professional ethics, upholding high standards of integrity and professionalism across all aspects of teaching. These innovative pedagogies invite exploration into the vibrant landscape of teacher commitment, where scholarly inquiry and the artistry of teaching converge to create meaningful and impactful educational experiences.

Participants transmitted answers that:

A transformed teacher of character and competence, sensitive to the learning styles of the learners. **(IDI 3)**

I know now how to be neutral towards any situation. Although we have differences, I have longer patience. **(IDI 9)**

Just like what I did, *nag-set ako ng* standards. We must be firm and strict at the same time. **(FGD 7)**

Just like what I did, I set standards. We must be firm and strict at the same time.

- **Empowering Potentials.** Throughout the study, participants engaged in enlightening discussions unearthing a compelling theme: empowering potentials. This theme arose from core ideas that interweave harmoniously. At its core, empowering potential encompasses the provision of individualized support and personalized attention, acknowledging and catering to the unique needs of each student. It flourishes through the creation of a positive and inclusive classroom environment, one that fosters a profound sense of belonging and nurtures student engagement. Moreover, it thrives in the cultivation of high expectations for student achievement, accompanied by the necessary guidance and resources to help students unlock their full potential. Building upon this foundation, empowering potentials forges strong relationships between teachers and students, grounded in trust, respect, and empathy. Additionally, it encompasses the continuous monitoring of student progress, allowing for the adaptation of instructional strategies to ensure ongoing learning and growth. The vibrant hues of empowering potentials beckon us to explore the transformative landscape of teacher commitment, where scholarly inquiry converges with the boundless potential of every student, creating a tapestry of possibilities in the realm of education.

Participants affirmed that:

If you are a teacher, your role is not just to teach in the room, you also teach students good morals or character, and stand as their second parent. **(IDI 7)**

We should always remember that we are the source of light. We are instruments towards transformation. **(IDI 9)**

The same with FGD 4 *na dapat* as a teacher, we should be passionate, dedicated and committed, and be motivated all the time to give all your best to your students. **(FGD 5)**

The same with FGD 4 for as a teacher, we should be passionate, dedicated and committed, and be motivated all the time to give all your best to your students.

I. Joint Display of the Salient Qualitative and Quantitative Findings

Table 9 presents a joint display of salient qualitative and quantitative findings related to human resource management practices and leadership styles as predictor to teacher commitment among private secondary school teachers in the Province of Surigao del Sur. This display highlights the key insights gleaned from the study's data analysis, offering a comprehensive overview of the relationship between human resource management practices, leadership styles, and teacher commitment.

Table 9: Joint Display of the Salient Qualitative and Quantitative Findings

Focal Point	Quantitative Findings	Qualitative Findings	Nature of Data Integration
Human Resource Management Practices	Overall Mean = 4.02, High	Engaged Empowerment, with core ideas <i>recognizing and rewarding teachers' achievements and contributions, and ensuring clear communication channels and feedback mechanisms</i>	Merging-Converging
	Performance Evaluation (Mean=4.30, Very High), specifically in <i>knowing the performance appraisal is done by the school head/principal and having an idea that appraisal ratings are focused on the individuals performance, not personality</i>	Continuous Professional Growth, with core ideas <i>joining INSET and other trainings online, seeking out new knowledge and staying updated with</i>	Merging-Converging
	Training and Development (Mean=4.15, High), specifically in <i>having training</i>		

	<i>opportunities to learn and grow and getting the training they need to do their job well</i>	<i>current research and best practices, and embracing challenges and new opportunities for professional advancement</i>	
Leadership Styles	Overall Mean=4.01, High Transformational Leadership (Mean=4.22, Very High), specifically in <i>encouraging them to rethink ideas and behaving consistently with values set by the school</i> Transactional Leadership (Mean=4.07, High), specifically in <i>tracking and monitoring their progress as a teacher and assisting based on the effort of the individual teacher and recognizing their achievement</i>	Catalyzing Leadership, with core ideas <i>inspiring and transformational leadership that fosters trust, motivation, and commitment among teachers, and supportive and participative leadership that values teacher input, promotes collaboration, and enhances commitment.</i> Positive Climate, with core ideas <i>supporting and uplifting colleagues through encouragement, feedback, and a sense of camaraderie</i>	Merging- Converge Merging- Expanding
Teacher Commitment	Overall Mean=4.57, Very High Commitment to Pupils/Students (Mean=4.72, Very High), specifically in <i>feeling glad seeing the pupils/students succeed and trying their best for the pupils/students</i> Commitment to School (Mean=4.64, Very High), specifically in <i>caring about the fate of the school and being inspired to perform the best for this school</i>	Empowering Potentials, with core ideas <i>setting high expectations for student achievement and providing the necessary guidance and resources to help students reach their full potential</i> Task-Oriented Excellence with core ideas <i>staying before the work is finished and consistent in the performance of teaching the students</i>	Merging- Converging Merging- Converging
Significance of the Influence of Human Resources Management Practices and Leadership Styles to Teacher Commitment	HRM Practices is not a significant predictor of teacher commitment ($\beta=.072$), (p-value = .348) Leadership Styles is a significant predictor of teacher commitment ($\beta=.303$, p-value=.000)	Catalyzing Leadership theme with core ideas <i>servant leadership that prioritizes the needs of teachers, encourages a sense of ownership, and enhances commitment</i>	Merging- Converging

The layout of the table is structured to highlight the central focus of the study, as depicted in the first column, followed by the presentation of quantitative and qualitative findings in the second and third columns, respectively. The fourth column serves to justify the approach to data integration, whereby the qualitative and quantitative data were compared, contrasted, and synthesized to generate a comprehensive set of results that offer a nuanced understanding of the research topic.

In the merging analysis stage, the nature of data integration was elucidated, focusing specifically on the process by which quantitative and qualitative findings are merged. In this stage, it is integral to generate a comprehensive and nuanced understanding of the research topic, as it allows for a more thorough exploration of the relationships between different data sets, highlighting similarities, differences, and interdependencies.

Merging-Converging. In particular, detailed analysis of the nature of data integration in merging-converging, focusing on specific focal points that shed light on the complex interplay between quantitative and qualitative findings. In the focal point of human resource management practices, the quantitative results confirm the qualitative findings. Under the domain performance evaluation, item number 5 about knowing the performance appraisal is done by the school head/principal and item 6 about having an idea that appraisal ratings are focused on the individual's performance, not personality, obtained a mean rating of 4.27 and 4.21 respectively, which is described as very high. Additionally, under domain training and development, both items 1 and 2 about having training opportunities to learn and grow and getting the training they need to do their job well have very high ratings, with mean ratings of 4.38 and 4.28

accordingly. And when merged to qualitative results, converged with the themes engaged empowerment and continuous professional growth.

On the one hand, the study revealed in the domain of transformational leadership, on item 9 about encouraging them to rethink ideas and on item 3 about behaving consistently with values set by the school, garnered a mean rating of 4.35 and 4.29 respectively, which have a descriptor of very high. Upon merging these data, they converged with the qualitative theme catalyzing leadership.

On the other hand, the focal point teacher commitment has converging quantitative and qualitative findings, specifically under domains commitment to pupils/students and commitment to school. To further elaborate, the commitment to student/pupil results revealed that item 6 about feeling glad seeing the pupils/students succeed with mean rating of 4.75 and item 4 about trying their best for the pupils/students with mean rating of 4.72 have been rated very high. The data presented converged with the overarching qualitative themes on empowering potentials and task-oriented excellence.

Merging-Expanding. In the aspect of the focal point on leadership styles, the present quantitative results expand the qualitative findings of the study. The study revealed in the domain of transactional leadership, on item 2 about tracking and monitoring their progress as a teacher with mean rating of 4.22 described as very high; and on item 5 about assisting based on the effort of the individual teacher and item 7 about recognizing their achievement, garnered a mean rating 4.08, which has a descriptor of high. Upon merging these data, they expanded with the qualitative theme, positive climate.

The final segment of this data integration demonstrates the noteworthy impact of human resource management practices and leadership styles on teacher commitment, as presented in the Table. Notably, the under the focal point leadership styles showed a significant association with teacher commitment, with a p-value of .000. When this quantitative finding is combined with qualitative results, a convergence emerges as depicted, with participants sharing their views and attitudes on teacher commitment, which is encapsulated in the theme catalyzing leadership.

CHAPTER FIVE DISCUSSION

This chapter provides an in-depth examination of the outcomes obtained from respondents regarding human resource management practices and leadership styles to forecast teacher commitment. The analysis and interpretation of these results are derived from survey responses and data collected from various interviews and focus group discussions conducted with study participants.

A. Status of the Human Resource Management Practices

The overall observance of HRM practices being high or oftentimes observed implies that certain HRM practices as performed by the HR officer or school head have made a notable impact and are recognized by the private secondary teachers within the organization in the Province of Surigao del Sur. It indicates that these practices have resonated with a subset of employees, shaping their perceptions of the organizational culture and their experiences within it. The presence of these highly observed HRM practices highlights the importance of their impact on teacher commitment.

The findings of the study confirms the results conducted by Uysal and Çağanağa (2018) that HRM practices benefit teachers, including work-life balance, feedback and recognition, and training and development. Particularly, educators with access to training and development opportunities are more driven to advance their profession and teaching abilities. Teachers who receive praise and criticism from their superiors also feel more valued and appreciated, increasing their motivation and job satisfaction. Additionally, training and development, performance appraisal, and rewards and recognition promote organizational commitment. Employees who are given these opportunities generally have better job satisfaction and are more loyal to the company. When employees receive performance reviews, they feel appreciated and recognized for their accomplishments, which increases job commitment and job satisfaction. Additionally, workers who are rewarded and recognized for their efforts are more devoted to their employers (Cherif, 2020).

On the one hand, this finding contradicts the proposition of Khalil et al. (2017) where the overall satisfaction with HRM practices is higher or most satisfactory among teachers in public technical institutions compared to private ones. Private institutions often provide fewer benefits, lack a prescribed structure, and lack appreciation and motivation for teaching staff. On the other hand, Lu et al. (2022) expounded that employees feel valued and engaged in their work when they feel that they are participating in decision-making and have a say in how Human Resource Management practices are implemented.

- **Recruitment and Selection.** As presented by the data collected, recruitment and selection process within the private school context was rated as highly observed by the participating teachers. This indicates that the teachers perceived the recruitment and selection practices within their organization to be comprehensive and diligently executed. The high rating means that the private school together with its administrators place considerable importance on ensuring a rigorous and effective process for identifying and selecting qualified candidates. This emphasis on the recruitment and selection process reflects the school's commitment to attracting competent and qualified teachers who can contribute to the school's mission and educational goals.

The study findings compliment the findings of Susanti et al. (2022) where the recruitment and selection system for teachers and education personnel in the Madrasah has been implemented effectively, adhering to good standards. This positions that recruitment planning is the first step in implementing the procurement of teachers and education planners. Preparation for teacher and other educational staff recruitment is essential if the anticipated results are to be achieved. Consecutively, Bogatova (2017) added that schools should use internal and external recruitment methods to attract and retain high-quality teachers. Transfers and internal promotions are two internal recruitment strategies that can aid in retaining experienced instructors and lowering attrition. External hiring strategies like advertising and recommendations can aid in luring fresh talent to the company.

Similarly, the finding of this investigation validates the findings of Ongori and Migiro (2010), which found that schools, like businesses, should combine objective and subjective selection criteria to ensure they are recruiting the most competent applicants. Organizations should also offer new hires opportunities for training and development to improve their skills and knowledge. Organizations must also involve the staff in the recruitment and selection process to boost their enthusiasm and dedication to the company. However, the effectiveness of recruitment and selection practices in promoting teacher commitment may depend on the specific practices used (Zhang et al., 2016). Teachers who felt the hiring and selection process was fair and open were to be dedicated to their work. Fair hiring and selection procedures had a stronger effect on their dedication.

- **Training and Development.** This domain, as presented after the data collection process, revealed that training and development programs were highly observed by teachers in the Province of Surigao del Sur. This indicates a strong emphasis on professional development and continuous learning within the educational landscape of the province. The high observance of training and development programs suggests that educational institutions and stakeholders in Surigao del Sur are committed to supporting teachers

in their ongoing growth and development. By prioritizing these programs, the school administrators in the province recognize the significance of equipping teachers with the necessary skills, knowledge, and resources to enhance their instructional practices and ultimately improve student outcomes.

The evidence presented in this study confirms the study of Ahmed et al. (2021) that schools should give priority to training and development initiatives to enhance teachers' abilities, expertise, performance, and dedication. However, it is important to note that while training and development practices may be observed, it does not necessarily mean they are effective in increasing teacher commitment. Teachers who participate in training and development initiatives are inclined to use cutting-edge pedagogical strategies, work cooperatively with their peers, and raise student achievement. To assist teachers' professional development, schools must provide continual training opportunities pertinent to their roles.

On the contrary, Cheema and Mahmood (2014) warned that schools need to worry about the effects of providing insufficient training and development for teachers. Burnout, low morale, and decreased commitment are more probable to occur among teachers who do not receive adequate training and development. This could result in a negative effect on student achievement by increasing the rate of teacher turnover. Schools must therefore ensure that teachers have access to high-quality professional growth and development opportunities.

Further, the finding validates the study of Carvalho et al. (2022) that educational institutions should adopt a strategic approach to training and development to ensure that it is in line with their overall organizational goals and objectives. Schools are apt to increase teacher effectiveness, student achievement, and overall school effectiveness when they coordinate training and development with their organizational goals. Furthermore, to ensure their training and development initiatives are accomplishing their goals and making the necessary adjustments to increase their impact, schools must frequently evaluate the success of their programs. Schools can promote teachers' professional development and aid in overall school improvement by doing this.

- **Performance Evaluation.** Of all the domains under HRM practices, only the study-findings of this domain were rated as very high by private secondary teachers in Surigao del Sur. The result explains a strong level of satisfaction and recognition among teachers regarding the effectiveness and fairness of the evaluation system. The high rating conveys that private secondary schools in Surigao del Sur have established robust evaluation processes that provide valuable feedback to teachers for their continuous improvement. This emphasis on performance evaluation reflects the commitment of the human resource management officers to maintaining high standards of teaching and ensuring that teachers have a clear understanding of performance expectations. By rating the performance evaluation process as very high, the private secondary teachers in Surigao del Sur demonstrate their appreciation for the constructive feedback and support they receive from their school head/principal, enabling them to enhance their instructional practices and contribute to the overall educational quality in their respective schools. This finding adheres to Kraft and Christian (2021) that performance feedback is essential to a successful teacher evaluation system. Schools should regularly provide teachers with performance evaluations, including constructive criticism and appreciative remarks. Feedback should be given courteously and encouragingly based on clear and objective criteria.

Meanwhile, schools need to employ a variety of metrics, including self- assessments, student success data, and classroom observations, to assess teacher performance. This finding endorses Gómez and Valdés (2019) that utilizing a variety of metrics offers a more thorough knowledge of a teacher's effectiveness and can result in more precise and fair evaluations. Teachers can also reflect on their practices and pinpoint improvement areas by conducting self- assessments. And as supported by Ahmed et al. (2016), teachers who perceive their performance evaluations as fair and accurate are more satisfied with their job and more committed to their schools. In addition, teachers who receive regular feedback and support from their evaluators feel more valued and supported in their work. To increase teachers' commitment to their jobs and satisfaction with their work, schools need to prioritize implementing fair and accurate performance evaluations.

- **Promotion Practices.** As observed and perceived by the teachers from their school heads/principals, this domain of promotion practices is highly rated. This indicates a generally positive perception of the promotion process, suggesting that the institutions have implemented promotion practices that are perceived as fair and transparent. However, the rating also suggests that there may be areas where the promotion practices could be further improved or enhanced. While the teachers appreciate the existing promotion practices, they may have identified certain aspects that could be strengthened or made more consistent across the institutions.

The study's finding bolsters the idea of Sun and Wei (2018) that schools should prioritize transparency, fairness, and merit-based criteria in their teacher promotion practices. Transparent and fair promotion processes can increase teacher motivation and job satisfaction, improving teaching quality and student achievement, thereby improving their commitment to the school organization. Moreover, as suggested in the study, a merit-based promotion system can encourage teachers to improve their teaching skills and

knowledge, benefiting the entire school community.

In support of the above statement, the study's finding ratifies the work of Gan et al. (2019) arguing that in promoting transparency, schools should implement a systematic and objective performance evaluation system for teachers to ensure fair and effective promotion practices. Performance evaluation should be based on various factors, including teaching quality, professional development, and contributions to school improvement to establish fairness and equality in promoting teachers. By having a comprehensive and objective evaluation system, schools can ensure that promotion decisions are based on merit and that deserving teachers are recognized and rewarded for their contributions. As confirmed by Khan (2019), schools should also provide clear guidelines and criteria for promotion to ensure consistency and fairness in promotion practices. By having clear guidelines, schools can ensure that promotion decisions are based on objective criteria and that deserving teachers are not overlooked.

- **Remuneration Practices.** As rated by the private secondary school teachers as high, it signifies that they perceive their compensation and benefits to be satisfactory and aligned with their expectations and efforts. It further indicates that the teachers perceive their compensation and benefits to be satisfactory and aligned with their expectations and efforts, suggesting that the schools prioritize providing competitive and fair remuneration packages, while demonstrating their understanding of the importance of valuing and rewarding their teaching staff. Overall, the high rating of remuneration practices by private secondary teachers reflects the schools' commitment to recognizing and valuing the contributions of their teaching staff, contributing to a positive and supportive teaching and learning environment.

Equally important, the results of this study is parallel to findings of Alsharari and Alsharari (2021) that teachers who perceive their remuneration practices as fair and equitable are less likely to intend to leave their job, rather increasing their level of commitment. Conversely, teachers who perceive their remuneration practices as unfair or inequitable are likely to consider leaving their job and drop their commitment. What schools can do is ensure that their remuneration practices are transparent, objective, and based on merit to improve teacher retention.

On the one hand, competitive remuneration ensures that teachers are paid wages that are comparable to those in similar occupations, while equitable remuneration ensures that teachers are paid fairly based on their qualifications and experience. This outcomes of this investigation confirms the study of Lestari et al. (2021), where schools must ensure that their remuneration practices are competitive, equitable, and performance-based. On the other hand, schools can involve teachers in focus groups, surveys, or individual interviews to gather their feedback on remuneration practices. As suggested by Kimball et al. (2016), teachers have unique insights into what motivates them and what they consider fair compensation. Therefore, involving teachers in the design of remuneration practices can increase their sense of ownership and acceptance of these practices.

B. Status of Leadership Styles

The status of leadership skills of school heads as regarded by private secondary teachers are highly demonstrated. This implies that the domains, namely transformational leadership, transactional leadership, and laissez-faire are demonstrated on many occasions. This shows that teachers regard their school heads, also known as principals or school directors and/or school presidents, as effective leaders in the community. They possess vision, communication skills, decision-making abilities, and the capacity to inspire and motivate their teaching force to achieve common goals and improve commitment. Other than that, leaders are recognized for their leadership skills and abilities, which are essential in managing and improving their educational programs, resources, and overall performance.

Based on the study of Bluestein and Goldschmidt (2021), effective school leaders must have a clear and compelling vision for their school, and they must communicate this vision to their staff to motivate and inspire them. The study's finding supports the claim that effective school leadership styles are crucial for improving student outcomes and teacher performance. School leaders create a positive school culture that supports teacher collaboration and professional development. Effective leaders use data to drive decision-making and ensure that their school is on track to meet its goals.

Likewise, the evidence gathered in this study lends credence to Leithwood and Jantzi (2018) that an effective school leadership style must create a culture of shared responsibility and decision-making, empowering teachers to take on leadership roles and contribute to school improvement efforts. Once again, school leaders can foster distributed leadership by providing teacher collaboration and professional development opportunities, recognizing and rewarding teacher leadership, and involving teachers in decision-making processes. This approach creates a sense of ownership and commitment among teachers, resulting in higher job satisfaction and better student outcomes.

Consequently, the discoveries uncovered in this study agrees with Mon and Ye (2020) that effective school leadership styles must inspire and motivate their staff to achieve their full potential. For example, transformational leaders create a shared vision for their school, empower their staff to take risks and innovate, and provide individualized support and coaching to help them develop their skills

and reach their goals. School leaders can develop their transformational leadership skills by seeking feedback from their staff, engaging in professional development, and modeling the behaviors and attitudes they want to see in their staff.

- **Transformational Leadership.** The quantitative data gathering revealed that transformational leadership was rated very high or always observed by teachers from private schools in the Province of Surigao del Sur. This finding implies that the school leaders in these institutions demonstrate transformational leadership behaviors that significantly impact the teachers' experiences and perceptions. Transformational leaders inspire and motivate their teachers by providing guidance, support, and creating a positive and inclusive school culture.

The teachers perceive their leaders as role models who set high ethical standards, establish clear goals, and provide individualized support and feedback.

The insights gained from this investigation was consistent with the study of Adil et al. (2019) that transformational leadership is an effective style for school leaders to improve teachers' job satisfaction and commitment to the organization. School leaders who adopt a transformational leadership style should focus on inspiring and motivating teachers to achieve their goals, providing intellectual stimulation and support, and creating a culture of innovation and continuous learning. By doing so, school leaders can increase teachers' sense of ownership and commitment to the organization, which can positively impact student outcomes.

Further, the study's finding aligns with previous research by Garcia-Morales et al. (2020) that transformational leadership positively influences organizational performance by promoting a culture of creativity, innovation, and continuous improvement. Transformational leadership enhances employee job satisfaction and reduces turnover intentions, which can positively impact the organization's financial performance. Furthermore, Chen et al. (2022) added that transformational leadership enhances teachers' sense of ownership and responsibility towards the school, leading to increased engagement and better student outcomes.

- **Transactional Leadership.** While the transformational is rated very high, highlighting the school heads' ability to inspire and motivate teachers by creating a shared vision, providing support and mentorship, and fostering a positive and inclusive school culture, the high rating of transactional leadership indicates that the school heads effectively utilize rewards, recognition, and performance monitoring systems to ensure accountability and performance management among teachers. The transactional leadership approach focuses on clarifying expectations, setting goals, and providing rewards based on performance. The coexistence of both transformational and transactional leadership styles suggests that the school heads in private schools recognize the importance of both intrinsic motivation and extrinsic rewards in driving teacher performance.

The finding treads in a balance as to the study of Aga (2016) that transactional leadership style can have positive and negative effects on teachers and students. In this regard, schools must ensure that their transactional leadership style is used appropriately and not excessively. Leaders must balance rewards and punishments to avoid negative outcomes such as fear, stress, and demotivation among teachers. In this case, schools must adopt a more transformational leadership style that inspires and empowers teachers to achieve their goals. However, Vanesa (2021) claimed that teachers who experience high levels of transactional leadership style are less satisfied with their job. They argue that a transactional leadership style can create a stressful work environment for teachers, where they are constantly seeking rewards and avoiding punishments.

Moreover, the finding disagrees with the contrasting concept of transactional leadership of Aydin and Akarsu (2021) that teachers who experience high transactional leadership styles are less committed to their school and more likely to consider leaving their job. Therefore, schools must adopt a more supportive leadership style that emphasizes trust, collaboration, and shared decision-making to improve teacher commitment. If school heads have trouble unlocking the difficulty, teachers might opt to look for greener pastures where leadership is at par.

- **Laissez-Faire Leadership.** The result of this study reveals that this domain is oftentimes demonstrated or rated highly. With this, the implication is that leaders frequently but not all the time demonstrate this leadership style. It tells us that school leaders often adopt a hands-off approach and delegate decision-making and responsibility to their employees or team members. While this leadership style can promote creativity and autonomy, it may only suit some situations or teams. If used excessively or inappropriately, it can lead to a lack of direction, accountability, and productivity, as well as confusion and frustration among employees who may feel unsupported or unsure of their roles and responsibilities.

Encompassing the findings, laissez-faire leadership can negatively affect teacher motivation, job satisfaction, and overall school performance but not all the way, according to a study by Dzakupasu et al. (2022). Additionally, leaders actively monitor their leadership style to ensure they are not too hands-off. This will help create a positive work environment where teachers feel valued and supported,

leading to better outcomes for teachers and students. To avoid falling in the traps of the negative outcome of this leadership style, school leaders should provide clear communication channels and guidelines for teachers to follow and regularly check in with them to ensure they are on track. This will help to ensure that teachers are empowered to meet the needs of their students and have the necessary support to do so (Xu et al., 2020).

Momentarily, school leaders and administrators should strive to be more involved in the daily operations of their schools and build stronger relationships with their teachers to improve teacher commitment and retention. This involves providing regular feedback and support, recognizing teachers' achievements, and creating a positive work environment where teachers feel valued and supported (Kurniawan et al. (2021)). Teachers who perceive their leaders as hands-off and uninvolved are to have lower levels of commitment and job satisfaction, which can ultimately lead to higher turnover rates. There is always room for improvement and ultimate understanding of school heads and teachers.

C. Status of Teacher Commitment

The high perceived and rated status of teacher commitment among private secondary teachers in Surigao del Sur Province holds several significant implications. Firstly, it reflects a positive and dedicated work ethic among teachers, indicating their strong sense of responsibility towards their students and profession. This high level of commitment means a conducive and supportive work environment within private secondary schools, where teachers feel valued and motivated. Additionally, it implies that private schools in Surigao del Sur Province have implemented effective strategies to foster teacher engagement among workgroups, which can contribute to improved student outcomes and overall school success. These findings align with the study conducted by Khan (2019) that teacher commitment is a critical factor in improving educational outcomes. Thereby, school leaders must prioritize the well-being of their teachers and provide them with the necessary resources and support to perform their jobs effectively. By investing in teacher training, professional development, and mentorship programs, schools can promote a culture of learning and growth that fosters teacher commitment.

In a similar vein, the finding of this study underscores with the claim of Gordon (2018), which emphasizes the importance of school leadership in promoting teacher commitment, and that school leaders must create a positive work environment that values and recognizes the contributions of teachers. Also, school leaders can do this by providing opportunities for teacher collaboration, encouraging open communication and feedback, and recognizing and rewarding exceptional teacher performance. A strong teacher commitment is positively related to student achievement and attendance and that schools can improve teacher commitment by providing teachers with greater autonomy in the classroom (Manla, 2021), fostering a positive school culture, and recognizing and rewarding teacher contributions.

- **Commitment to School.** Based on the result, the high rating of domain commitment to school among secondary teachers has significant implications for school management. It placates that teachers in the surveyed schools have a strong sense of dedication and loyalty specifically towards their respective institutions. This high level of domain commitment indicates that the teachers are highly invested in the school's mission, values, and goals. It further implies that the school management has been successful in fostering a positive school culture and creating an environment that promotes teacher engagement and commitment. This finding is being captured by Yilmaz et al. (2018) that school leaders should prioritize creating a positive work environment, promoting a sense of community, and providing opportunities for professional development and growth to improve teacher commitment to the school.

More importantly, the finding relates to the study of Li et al. (2020) that a positive school climate, characterized by supportive relationships among colleagues, a sense of safety and order, and high expectations for student achievement, was significantly associated with higher levels of teacher commitment to the school. Not only teacher to teacher relationships promote commitment, strong and positive relationships between students and teachers are crucial in promoting student commitment to the school (Chen (2019)).

- **Commitment to Teaching Profession.** Further, the status of commitment to the teaching profession, as regarded by teachers, is rated very highly by the teacher-respondents of Surigao del Sur. This indicates that the teachers have a strong dedication and passion for their profession. It reflects their belief in the transformative power of education and their commitment to shaping the lives of their students. Furthermore, this high rating towards commitment to the teaching profession suggests that the teachers are motivated to continuously improve their pedagogical skills and stay updated with the latest educational practices. It also implies that the private secondary schools in the province have fostered an environment that values and supports professional growth, allowing teachers to thrive in their roles.

Meanwhile, the finding is consistent with the previous study by Zhang et al. (2021) that teachers who reported higher levels of commitment to the profession also reported lower levels of emotional exhaustion, depersonalization, and reduced personal accomplishment, which are key dimensions of burnout. School leaders should prioritize strategies to enhance teacher commitment to the profession to prevent burnout and support teacher well-being. As clarified by Fok et al. (2019), school leaders can play an important

role in improving teacher commitment to the profession by providing opportunities for professional development, offering supportive feedback, and promoting a positive work environment. Professional development can help teachers improve their skills and knowledge, increasing their confidence and self-efficacy.

Supportive feedback, such as recognition and praise for a job well done, can help teachers feel valued and appreciated, increasing job satisfaction. A positive work environment, characterized by supportive colleagues, a sense of community, and a shared sense of purpose, can help teachers feel connected to their profession and committed to their work. This finding provides further evidence to the study of Li et al. (2020) that a positive school climate, characterized by a supportive work environment, respectful relationships with colleagues, a sense of safety and order, and high expectations for student achievement, was positively associated with higher levels of teacher commitment to the profession.

- **Commitment to Pupils/Students.** The finding that commitment to pupils/students placed highest among all domains holds significant implications for the private secondary teachers in the Province of Surigao del Sur. This indicates that teachers prioritize their dedication and responsibility towards their students above other aspects of their professional commitments. It reflects a deep sense of care, empathy, and investment in the academic and personal development of their pupils/students. This high level of commitment to pupils/students implies that the teachers prioritize creating a positive and supportive learning environment that fosters student growth, engagement, and success. It underscores the importance of student-centered approaches in teaching and highlights the teachers' role as mentors and facilitators of student learning. It supports the study of Martinez et al. (2017) that teacher commitment to students is essential for promoting positive student outcomes, such as academic achievement, engagement, and well-being. Moreover, the finding reinforces the importance of commitment and supports the study of Li et al. (2021) that higher levels of teacher commitment were associated with better academic achievement and social-emotional well-being among students. Additionally, Rayo et al. (2022) purported that lower levels of teacher commitment were associated with lesser student engagement and close to negative academic achievement in all subject areas. This shows that commitment directly affects the overall performance of students and the school entirely.
- **Commitment to Work Group.** Under teacher commitment, the commitment profile to the workgroup is always evident by the teachers. This shows that teachers, while in schools, are investing a great deal in their colleagues or workgroup, as it is always evident. It suggests that employees or teachers prioritize teamwork, collaboration, and building positive relationships with their colleagues. This can lead to a more cohesive and supportive work environment, where colleagues are more likely to help and support one another, share knowledge and resources, and work towards common goals.

The finding lends support to the idea of Atmaca (2022) that when teachers feel committed to their work group or team, they engage in behaviors that promote team cohesion and collaboration, leading to higher levels of team effectiveness. When team members perceive high levels of commitment from their colleagues, they are more likely to reciprocate with their commitment, leading to a cycle of positive reinforcement. Organizations foster a commitment to work groups by promoting a sense of shared identity and purpose, recognizing and rewarding collaborative behaviors, and providing opportunities for team-building activities.

The finding aligns with the study of Ishak et al. (2018) that when employees perceive high-quality work environment, characterized by trust, respect, and support from their supervisor, they are more likely to feel committed to their work group. In addition, commitment to the work group mediates the relationship between quality of work life and team performance. Therefore, organizations should prioritize developing positive workgroup relationships between supervisors and team members to promote commitment to the workgroup and improve team performance.

D. Significance of the Influence of Human Resources Management Practices and Leadership Styles to Teacher Commitment

The result showed no significant influence of human resource management practices on teacher commitment. This means that despite the importance of human resource management practices in organizations, they may not directly affect teacher commitment.

The finding negates to the results of Ramada (2020), where the HRM practices had a significant influence on teacher commitment, as displayed in their performance. This means that while HR practices are essential for improving the overall performance of faculty members, more than they may be needed to enhance teacher commitment. Faculty members are supported by HRM practices in school thereby enhancing the teaching performance. Therefore, if an institution is having a sound human resource management practice, the faculty members will be motivated also to exert their efforts in the delivery of instruction.

Similarly, the study by Mella and Mnjokava (2022) found that motivation of teachers by way of incentives and recognition of individual efforts, impartial treatment of teachers, appraisal of teachers, teamwork, cultivating healthy culture of competition and participatory leadership increases teacher commitment, enabling to improve job performance. However, the current study found no such correlation. This suggests that the impact of these practices on teacher job performance may be dependent on other factors, such as the

broader range of complementary HRM practices that are also in place. Likewise, the study of Pagan- Castaño et al. (2021) found that human resource management practices, such as employee training and development and performance appraisal, had a positive effect on teacher commitment, and achievement of high-level of well-being.

In addition to the result, leadership styles significantly influence teachers' commitment. This purports that leaders are crucial in creating a conducive work environment that fosters teacher commitment. On the one hand, the current study supports the findings of Kasa et al. (2020), which found that leadership styles significantly influence teacher commitment. Specifically, authentic leadership was found to positively affect teacher commitment to the school/institution or organization. Authentic leadership is a leadership style that is characterized by four key behaviors: self-awareness, self-regulation, internalized moral perspective, and relational transparency. Authentic leaders are able to build trust with their followers, create a positive work environment, and motivate their followers to achieve high levels of performance.

Leadership styles have a significant impact on teacher commitment. On the other hand, the finding also backs up the study of Kirkic and Balci (2021). The study found that school administrators were perceived as using a transformational leadership style. A statistically significant correlation was found between the leadership styles of administrators and the levels of organizational commitment of preschool teachers. It was also found that teachers' school commitment is essential for the development of students. Therefore, administrators should be sensitive to their leadership styles to make the commitment levels of preschool teachers high. The research has limitations, such as being a local one, done in a relatively short time, and the participants were only teachers working in public schools.

The study found that transformational leadership positively influenced teacher commitment by creating a supportive and motivating work environment, promoting professional growth opportunities, and building trust and respect between leaders and teachers. This finding also agrees with the study conducted by Mansor et al. (2021), who also found a positive relationship between transformational leadership and teachers' trust and teacher commitment. Principals need to practice transformational leadership to ensure that teachers' trust and commitment are at a high level.

On the contrary, a study by Karakus, Torun, and Oguz (2019) found that a laissez-faire leadership style involving minimal guidance and direction from leaders negatively influenced teacher commitment, which is unsupported by the finding of this study. The study found that laissez-faire leadership led to lower job satisfaction and higher teacher turnover intentions. The study recommended that school leaders avoid laissez-faire leadership and adopt more active leadership styles to increase teacher commitment and retention.

On an equally important note, the finding of this study is sensible of the Full- Range Leadership Model, which highlights the importance of adopting transformational leadership styles to increase teacher commitment and ultimately improve student outcomes. By providing a supportive and motivating work environment, promoting professional growth opportunities, and building trust and respect between leaders and teachers, school leaders can increase teacher commitment and retention, leading to better educational outcomes for students.

E. Lived Experiences of Participants as Regards Teacher Commitment

The essential themes that emerged from the participant's responses were grouped according to beliefs and attitudes shaped by their experiences with private secondary teachers. These essential themes are attributed to the commitment of teachers to the school, the teaching profession, the pupils/students, and the work group.

- **Empowering Connections.** This theme emerged from the participants' discussions when they were asked about their attitudes toward teacher commitment to their pupils/students. The result indicates that the participants must build a good relationship with the students and show them respect, be open- minded about their different personalities, and give them extra time. This particular theme is in line with the previous research by Cookson (2017) that building positive relationships with students is essential for student success. Teachers who take the time to develop strong relationships with their students can better understand their individual needs and tailor their instruction to meet those needs.

Further, the finding corroborates with the study of Syring et al. (2018) that teachers who are open-minded and accepting of the diverse personality of their students can create more inclusive and welcoming classroom environments. Furthermore, the finding supports the study of Hanover Research (2020) that providing extra time and support to struggling students can be a key factor in improving their academic outcomes. Teachers who offer additional support outside of regular class time can help struggling students catch up with their peers and build their confidence.

- **Innovative Instructional Approaches.** The theme of being innovative indicates that the participants provide students with different activities, are sensitive to the learning styles of the students, and are thinking of the best strategies and methods to achieve the lesson. This implies that teachers must stay creative in the field for the lessons to be delivered and for the objectives to be achieved. In a broader aspect, students with teachers who are innovative tend to excel and become productive. This finding supports the study by Anwer (2019) that is essential for promoting engagement and interest in learning. Teachers using various instructional methods, such as group work, discussion, and project- based learning, can better cater to their student's diverse needs and interests.

Moreover, the finding agrees with the study of Cardino and Ortega-Dela Cruz (2020) that being sensitive to students' learning styles is crucial for promoting successful learning outcomes. Teachers who recognize and accommodate the different learning preferences of their students, such as visual, auditory, or kinesthetic learners, can help them engage more deeply with their content and improve their understanding. One thing the finding supports is the study conducted by Saragih and Zuhri (2019) that being innovative in teaching requires teachers to think critically about the most effective strategies and methods to achieve learning objectives.

- **Judicious Discipline and Guidance.** The theme and the core ideas justify the role of loco parentis in Latin, which means "in place of a parent," that teachers are responsible for rearing a child's holistic aspects inside the classroom. This finding supports the study of Caldarella et al. (2021), which posits that reprimanding bad behavior is an important aspect of practicing judicious interactions with students. However, how teachers address these behaviors can significantly impact their effectiveness. Judicious discipline and guidance must be enforced in the classroom by teachers to gear up children who are conformant to the rules and regulations of the school.

Accordingly, the finding is consistent with the previous research of Maitra and Sabey et al. (2020) that showing love and support to students is important for building positive relationships. However, it is also important to set clear boundaries to avoid enabling negative behaviors. As a reinforcement, Sande (2019) emphasized that giving student advice is an important part of practicing judicious interactions. However, the effectiveness of this advice can depend on the teacher's ability to provide it in a way that is appropriate and meaningful for each student. In the meanwhile, Smorti et al. (2022) suggest that practicing judicious interactions with students requires a balance between warmth and competence. Teachers should create a supportive and caring environment while holding students to high expectations and providing them with challenging opportunities to grow and learn.

- **Task-Oriented Excellence.** The theme task-oriented excellence emerged from the responses of the participants, which is also a product of the core ideas that teachers should be prompt in doing tasks at school and being consistent with their performance in teaching. Teachers who are prompt in completing tasks and fulfilling their responsibilities create a sense of trust and dependability among their students and colleagues. This means that for teachers to be trusted in all duties and responsibilities, one must show consistency and dependability in the school's academic and non-academic endeavors. This finding confirms the claim of Liu and Su (2018) that being task-oriented is an important characteristic of effective teachers.

In addition, the findings of this study are consistent with the previous study by Rahayu et al. (2020) reported that being task-oriented also means being consistent in one's performance as a teacher. Teachers who consistently deliver high-quality instructions and maintain high standards for themselves and their students are to be perceived as reliable and trustworthy. And that being task- oriented as a teacher also involves being accountable for one's actions and decisions. Teachers who take responsibility for their mistakes and shortcomings are more likely to be respected and trusted by their students and colleagues (Öztüzcu & Balkar, 2021).

- **Continuous Professional Growth.** Teachers do not only have accountability to their students, but also to themselves. The theme of pursuing continuous personal development, having emerged from the participants' responses, means pursuing excellence in the field of education by pursuing graduate studies and joining INSET and other online seminars. Teachers who pursue graduate studies and engage in ongoing professional development stay current with best practices and new research in the field. As professional teachers, this means we always continue chasing professional growth. In order to keep pace with the changes and the challenges of the times, teachers develop professionalism and a pedagogical milieu by attending seminars and other enhancement programs to harness personal and professional development. Consequently, this finding supports the study of Srinivasacharlu (2019) that continuous professional development is an essential component of effective teaching.

Particularly important, the qualitative finding agrees with the study of Nzarirwehi and Atuhumuze (2019) that joining in-service training (INSET) and other professional development seminars is an effective way for teachers to pursue continuous personal development. Additionally, pursuing graduate studies is an effective way for teachers to enhance their knowledge and skills (Shellhouse et al., 2020).

- **Conscientious Dedication.** This theme was developed from the IDI and FGD conducted with the participants. It was inspired by the core ideas, which enumerate attending classes, even if the weather is not good or not feeling well, rendering time even if there are emergencies or even holidays and on weekends, accomplishing work beyond the call of duty, spending time and money in making their classroom clean and organized, and offer time to answer queries on school- related matters.

The current study finding aligns with the study of Shrestha and Dangol (2020) that teachers who have conscientious dedication exhibit a strong sense of loyalty to their work. They attend their classes regardless of external factors such as weather conditions or personal health. Fogelgarn and Burns (2020) asserted that teachers who consistently have conscientious dedication tend to take on additional responsibilities beyond their job scopes. These teachers would often take the initiative to complete tasks beyond their call of duty and spend additional time and resources to ensure their classrooms are clean and organized, which is supported by the findings of this study.

Also, the finding provides further evidence to support the notion of providing additional assistance to students; exceeding expectations also involves seeking out opportunities for personal and professional growth. According to a study by Turk and Korkmaz (2022), teachers who have conscientious dedication tend to exhibit higher levels of job satisfaction and are more likely to stay committed to their teaching profession. Those who attend workshops, seminars, and graduate studies are motivated to learn and implement new classroom strategies.

- **Institutional Loyalty.** This qualitative theme goes beyond the teachers' love for the school where they work. It also means that teachers must feel comfortable dealing with students and colleagues to enhance this sense of belongingness. It takes numerous times in school and embracing the school's culture, which can be new to the teachers. The concept of Ozdemir et al. (2023) is supported by the study's finding that teachers' sense of institutional loyalty is positively associated with charismatic leadership, teacher engagement, and intention to stay in the institutions.

Moreover, the finding supports the study of Bacha (2019) that teachers who feel supported by their school heads tend to have a stronger sense of loyalty. This pride is often rooted in the school's management, values and achievements, and teachers who identify with these values and accomplishments are more likely to feel a sense of belongingness. Supplementary to the statements beforehand, Van of Marsadina and Jabar (2022) claim that teachers who align with the visions and missions of their school tend to have a stronger sense of institutional loyalty. They found that teachers with the same values and goals as their institutions tend to feel more connected and committed to the school.

- **Collaborative Harmony.** As derived from the core ideas, the theme of collaborating well with colleagues or collaborative harmony stemmed from the idea that teachers have to be cooperative, helpful, and supportive to their colleagues, and teachers have to have a good relationship with their colleagues. It means that commitment is also shaped when teachers unite to achieve the school's ideals in the education field. Competition might be normal among teachers, but healthy and collaborative teachers create a space where everyone's idea is respected. This qualitative finding supports the study of Mora-Ruano (2021) that collaboration among colleagues is essential for achieving organizational success. Cooperative behaviors, such as being helpful and supportive with colleagues, positively impacted job satisfaction and organizational commitment.

Consequently, the study emphasized the importance of support, encouragement, and mutual respect among colleagues. Similarly, the research finding agrees with the findings of Sengpoh (2019) that having good relationships with colleagues is crucial in creating a positive work environment. Also, Hamengkubuwono et al. (2021) emphasizes that collaborative behaviors, such as sharing ideas and resources, are essential in improving the quality of education.

F. Insights Shared by the Participants as regards the Beliefs on Teacher Commitment

The theme that emerged from the participants' responses was grouped according to beliefs shaped by their experiences with private secondary teachers. This essential theme is attributed to teacher commitment regarding the school, teaching profession, pupils/students, and workgroup.

- **Positive Climate.** Positive climate, as a theme, emerged from the core ideas as presented in the previous table. This means that a positive climate in an educational setting refers to a nurturing and supportive environment that fosters teacher commitment to the school, the teaching profession, students, and colleagues. It implies creating a sense of belonging, respect, and trust among all stakeholders. Teachers who experience a positive climate are more likely to feel valued and motivated, leading to a stronger commitment to the school and their profession. A positive climate enables teachers to establish meaningful connections with their students, fostering a conducive learning environment and enhancing student engagement and achievement.

Moreover, the finding adheres to the outcomes of Darling-Hammond and DePaoli (2020) that a positive school climate significantly correlated with higher levels of teacher commitment to the school and better student performance. Teachers who perceived a positive climate reported greater job satisfaction, higher levels of engagement, and a stronger sense of commitment to their students and colleagues. In support, Showers (2019) and Backes et al. (2022) indicated that a positive school climate, characterized by supportive relationships, a sense of belonging, and trust among staff, positively influenced teacher commitment. Teachers who experienced a positive climate reported higher levels of commitment to the school, their students, and their colleagues.

- **Catalyzing Leadership.** This theme in an educational context refers to the ability of teachers to inspire and empower others, driving positive change and fostering commitment among various stakeholders. It means taking on proactive roles as leaders within their school communities, advocating for the best interests of students, colleagues, and the teaching profession as a whole. By catalyzing leadership, teachers demonstrate a deep commitment to the growth and success of their school, cultivating a culture of collaboration, innovation, and continuous improvement. They serve as mentors and role models, nurturing the development of their students, supporting the professional growth of their colleagues, and building strong relationships with both students and colleagues. This finding relishes the work of Siraj et al (2022) that in the challenging world, implementing modifications and innovations in leadership is crucial to enhance its effectiveness and efficiency, especially among school administrators. Thus, an appropriate leadership style plays a vital role in improving teachers' teaching motivation, enhancing their overall quality and spiritual growth to align with the school's vision and goals.

In this regard, the study findings also adhere to the study of Kwatubana and Molaodi (2021) regarding how leadership plays an important aspect in the life of teachers, where the pandemic is still prevalent and that people still observe minimum health protocols. It is crucial for school leaders to ensure the cohesion of teams, whether teachers are physically present at school or working remotely. Teachers are accustomed to collaborative work and depend on teamwork for planning, strategizing, and addressing school-related challenges. Emphasizing teamwork is essential during a crisis as it strengthens relationships and enables teachers to maintain resilience and coordinated performance, thus mitigating the stress resulting from high workloads and work-life imbalance. It can be noted, without any doubt, that the school principal's leadership, especially transformational, affects the performance of teachers in school (Firmansyah et al., 2022).

- **Engaged Empowerment.** Engaged empowerment as created from the responses coming from the private secondary teachers of the Province of Surigao del Sur implies that teachers have a sense of ownership and influence over their work, enabling them to make meaningful decisions, implement innovative instructional practices, and create a positive learning environment. Engaged empowerment fosters a deep commitment to the success and well-being of students, as teachers feel empowered to tailor their teaching to meet individual needs and support student growth. Furthermore, it promotes collaboration and teamwork among colleagues, as empowered teachers are more likely to engage in professional development, share expertise, and contribute to a supportive and dynamic workgroup. Ultimately, engaged empowerment strengthens teacher commitment and contributes to a thriving educational community.

Moreover, the findings of the study delights to the findings of Muhammad and Hussain (2020) that an empowered context and management style within a school organization contribute to the psychological empowerment of teachers, which in turn enhances their commitment to the school. Teacher empowerment serves as a motivating factor that guides their attitude towards professional loyalty, faith, and passion for the organization's values and goals, ultimately increasing their commitment (Tanriogen, 2022).

The findings are also parallel with the study of Yangaiya (2021) which revealed that empowering teachers can have a significant impact on minimizing turnover intentions. School administrators, such as principals, vice principals, and other stakeholders, can promote teacher empowerment by providing them with a certain degree of autonomy in their daily activities and involving them in decision-making processes that directly influence their work. By doing so, they can create an environment that fosters teacher empowerment, ultimately reducing the likelihood of turnover and promoting teacher retention.

G. Insights Shared by the Participants as regards the Attitude on Teacher Commitment

The participants' responses revealed common themes that were categorized based on the attitudes formed through their interactions with private secondary teachers. These significant themes can be attributed to the commitment exhibited by teachers towards the school, teaching profession, students, and their workgroup.

- **Unwavering Mastery.** The theme represents the unwavering dedication and pursuit of excellence demonstrated by teachers in their commitment to the school, the teaching profession, students, and colleagues. It implies that teachers possess an unwavering attitude towards continuously improving their knowledge, skills, and instructional practices. Unwavering mastery encompasses a strong belief in ongoing professional development, reflective teaching practices, and a commitment to staying abreast of the latest

educational research and best practices. Teachers with this attitude demonstrate a relentless pursuit of mastery, seeking to provide the best possible education for their students. This commitment also extends to their interactions with colleagues, as they actively contribute to a collaborative work environment, sharing expertise and fostering a culture of growth. Through their unwavering mastery, teachers inspire and motivate their students, colleagues, and themselves, creating a transformative learning environment that benefits the entire school community.

The findings also resonate with the concept of Carlos-Guzman (2021) that unwavering mastery is also showcasing best practices in teaching to improve instruction. A good teacher shows distinguishing qualities, such as didactic ability and mastery of the subjects taught, adequate interpersonal relationships with students, importance they give to their work, possesses certain visions and beliefs about teaching and the motivation, commitment and responsibility with which they carry out their role. In addition, teachers should not only master the pedagogical knowledge but the content knowledge of the subject they are teaching Paidi et al. (2021).

Moreover, the findings and core ideas of this study are conducive to the study of Jones (2021) that collaboration among classroom teachers produces competent teachers and helps improve the quality of academic performance of students. Collaboration ensures that students have fair and equal access to educational resources. However, in current school communities, there is often confusion between the concepts of educational equity and educational equality.

- **Innovative Pedagogies.** This theme embodies the mindset and approach of teachers towards adopting new and creative teaching methods and strategies. It implies that teachers exhibit an attitude of openness, adaptability, and willingness to explore innovative approaches to enhance student learning. Embracing innovative pedagogies reflects a commitment to ongoing professional growth and staying abreast of emerging educational practices. This attitude fosters a dynamic and engaging learning environment that sparks students' curiosity, encourages critical thinking, and promotes collaboration. Moreover, by incorporating innovative pedagogies, teachers inspire their colleagues and contribute to a vibrant workgroup culture that values experimentation and continuous improvement. Overall, the adoption of innovative pedagogies demonstrates a strong commitment to the school, the teaching profession, and most importantly, the holistic development and success of the students they serve. These findings also agree with the study of Zhang et al. (2020) which explains that the importance of using innovative teaching techniques was to find better ways of keeping students actively engaged in the teaching and learning so as to motivate them to learn, facilitate enhanced skills training and increase students' performance.

The finding above also ratifies the concept presented by Istance and Paniagua (2019) where there are two key priorities in the pursuit of transforming education systems. Firstly, learning, particularly for children, adolescents, and teachers, is identified as the central focus and crucial for the desired progress. Secondly, there is a need to draw insights from existing transformative approaches to understand how innovative and effective forms of learning can be disseminated and sustained, especially in challenging circumstances. Addressing educational inequalities requires explicit attention to learners from disadvantaged backgrounds and those with lower academic achievements, as they are at the forefront of the global learning crisis. The magnitude of growing learning disparities worldwide underscores the urgency for comprehensive transformation within the education system, aiming to halt and reverse the negative trends. By complying accordingly, instructors and students need to adapt to the immersive blending learning by embracing innovative pedagogies like heutagogy, peeragogy, and cybergogy, thereby transforming the traditional learning and teaching paradigm (Bizami et al., 2022).

- **Empowering Potentials.** This theme refers to the attitude of teachers towards recognizing and nurturing the unique talents, strengths, and potentials of their students, colleagues, and themselves. It means that teachers are committed to creating an inclusive and supportive environment where individuals can thrive and develop their full capabilities. By embracing empowering potential, teachers foster a sense of belonging, self-confidence, and motivation among students, enabling them to achieve academic success and personal growth. Moreover, this attitude extends to colleagues and the wider workgroup, where teachers actively encourage and support professional development, collaboration, and the sharing of ideas. By empowering potential teachers, teachers demonstrate a strong commitment to the school, the teaching profession, and the holistic development of their students and colleagues. This finding highlights the work of Dhakal (2022) which exposes that empowering students in the classroom is an investment through which students' potentiality in mathematics learning and achievement can be examined. Not only this, critical thinking opportunities and self-confidence in subjects, like Mathematics, will be developed in the students.

Further, the findings agree with Setiawati and Corebima (2018) that good schools have evidence of student learning, justice-oriented perspectives that seek a better quality of life for everyone, and school cultures that foster relational learning between teachers and students. Problem-posing and dialogue-based education empowers students to examine their knowledge and the world they live in, and gives students a voice to be heard and a perspective to share. Socially constructed knowledge becomes a potential power for transforming society to overcome oppression and deconstruct systems of marginalization and domination. Empowered students are students of

character, liberated critical thinkers who value others and believe in the power of relationships. Students' possibilities in life will be widened (Aronowitz, 2009) as educators in good schools strive to empower, influence, and learn alongside students for the purpose of transforming society and leading functional and fulfilling lives.

H. Joint Display of the Salient Qualitative and Quantitative Findings

The function of merging analysis is to let the quantitative and qualitative data support or oppose each other. In this section, the researcher applied the merging of relevant quantitative and qualitative findings on the status of human resource management practices, leadership styles, and the status of teacher commitment among private secondary teachers in the Province of Surigao del Sur. The two data sets were compared for their similarities (convergence), differences (divergence), and expansion.

- **Merging-Converging.** The integration of the quantitative and the qualitative data results on the focal point of human resource management practices present a merging-converging nature. When the elements converge, an effective performance appraisal system is established, promoting professional growth, accountability, and the overall improvement of teaching and learning within the educational institution. Firstly, it acknowledges that the performance appraisal process is carried out by the school head or principal, providing a designated authority responsible for evaluating and assessing teachers' performance. Secondly, it emphasizes that the appraisal ratings are focused on individuals' performance rather than their personality traits. This ensures a fair and objective evaluation that takes into account teachers' professional competencies and instructional effectiveness. Thirdly, the system recognizes and rewards teachers' achievements and contributions, appreciating their efforts and motivating them to excel in their roles. By providing incentives and recognition for their dedication, it promotes a positive and supportive work environment.

As a matter of fact, the findings of the present study provide support to Türkoğlu and Aypay (2022) which sheds light on the process and outcomes of performance evaluations in a private school setting. It underscores the importance of utilizing various evaluation techniques, with Tarhan et al. (2019) suggesting the adoption of the value-added model (VAM) as a means to enhance teacher empowerment and encourage professional development. The incorporation of accountability-based evaluation models through dynamic and flexible assessment processes, including meetings with principals and colleagues, can contribute to a comprehensive and fair evaluation of teacher performance. By fostering a culture of ongoing growth and improvement, such evaluation practices promote individual development, facilitate the identification of effective teaching practices, and enable schools to allocate resources effectively. Moreover, emphasizing teacher empowerment and encouraging professional development endeavors through evaluation processes can have significant implications for overall educational quality. When teachers feel supported, motivated, and engaged in their professional roles, they are more likely to demonstrate commitment, resulting in enhanced educational outcomes and a positive school environment.

Consequently, the findings of this study highlight the research work of Aksoy & Sahin (2022), emphasizing the importance of establishing a democratic and clearly defined criteria for the teacher performance evaluation system. This practice proves to be valuable for the education system as a whole. Furthermore, restructuring or reorganizing the education system is crucial to enhance its efficiency and strive for development and success in the global education sector. To ensure the long-term sustainability of the teacher performance evaluation system, policymakers in the field must possess expertise in education. The involvement of democratic and transparent evaluators in the evaluation process becomes essential, emphasizing the need for democratic measures at every stage of the system to ensure its success and continuity. Moreover, building trust in the system necessitates taking the necessary precautions and measures.

Subsequently, the convergence of quantitative and qualitative elements creates a comprehensive approach to professional development for teachers. It begins by providing training opportunities that enable teachers to learn and grow, equipping them with the necessary skills and knowledge to perform their job effectively. This includes participating in various training programs, such as joining in-service education and training (INSET) sessions and leveraging online platforms to access relevant resources and stay updated with current research and best practices. Moreover, it involves fostering a mindset of embracing challenges and seizing new opportunities for professional advancement. By combining these components, teachers are empowered to continuously enhance their expertise, contribute to their profession, and deliver high-quality education that meets the evolving needs of students. This finding agrees with the study of Muir et al. (2021) that professional growth is necessary and can be achieved through a focus on changing pedagogical approaches involving personalizing the learning of students.

Teachers personally design their strategies to meet the present needs of students as well as providing opportunities for using assessment in ways that support their own valued goals. New and beginning teachers need assignments for their career to reflect on and make sense of who they are and want to become (Mommers et al., 2021).

The study findings are in consonance with the study of Fitzgerald and Cooper (2021) that professional development opportunities for teachers extend beyond the local and national levels. The experience of spending time abroad has a profound impact on future teachers, influencing their self-perception as educators, their approach to learning, teaching, and education as a whole, as well as their decision-

making processes regarding their career options and pathways. International opportunities expose teachers to a diverse range of skills and characteristics that they may not have been aware of until faced with challenging and uncomfortable situations. In such circumstances, teachers are compelled to delve deep and utilize the resources available to them, including human and material resources, in order to support student learning effectively within the given context. These experiences abroad provide teachers with valuable growth opportunities, enabling them to expand their skill set, adapt to new environments, and enhance their ability to support student learning in diverse educational settings.

On the one hand, the items under the focal point of teacher commitment have a converging nature. It implies a teacher's commitment to student success and the creation of a conducive learning environment. Teachers feel a sense of joy and fulfillment when witnessing their pupils/students succeed, motivating them to go the extra mile in their efforts. They prioritize the well-being and progress of their pupils/students, striving to provide the necessary support, guidance, and resources to help them reach their full potential. Additionally, teachers set high expectations for student achievement, fostering a culture of excellence and pushing students to aim higher. By combining these aspects, teachers create a positive and aspirational atmosphere where students are motivated, supported, and empowered to thrive academically and personally. This finding aligns with the study of Kaya (2022) that the positive atmosphere created by committed teachers will create a strong school climate.

A study by Maiyani (2017) also found that committed educators exhibit a strong dedication towards the academic success of their students, emphasizing the importance of commitment as a fundamental aspect of effective teaching. Committed teachers prioritize the growth and progress of their students, constantly striving to enhance their learning experiences. They actively foster a sense of curiosity and enthusiasm for learning among their students. Committed teachers conscientiously fulfill their responsibilities towards their students, acknowledging the significance of their role in the students' development. Teachers who are actively engaged in their profession and deeply committed to the well-being and educational advancement of their students have a profound impact on their overall growth and development. Enhancing teacher commitment is crucial by taking proactive measures to foster students' academic engagement, leading to their overall academic success. The ultimate goal is to prepare students as informed and productive citizens, equipped with the necessary skills and adaptability to navigate future challenges (Kalai et al., 2022).

On the other hand, when teachers genuinely care about the fate of the school and feel inspired to give their best, it creates a sense of ownership and responsibility towards their work. This commitment translates into staying focused and persevering until the task at hand is completed. Furthermore, by maintaining consistency in their teaching performance, teachers demonstrate their dedication to providing quality education to students. This convergence emphasizes the importance of fostering a positive and supportive school culture that encourages teachers to invest their time, energy, and skills wholeheartedly, ultimately benefiting the overall learning experience and outcomes for students. Further, this finding agrees with Mart (2013) stating that teachers with high levels of commitment will be more loyal to the schools where they work; similarly, teachers with high levels of commitment will contribute to students' achievement effectively. However, the finding challenges the result of the study of Habib (2020) where teachers with higher commitment to the school have a higher level of job burnout compared to teachers with lower levels of commitment. This exposes that although teachers carry with them pride for contributing much, those who are more involved and engaged in the school work have a higher chance of breaking down. Therefore, school management needs to improve commitment because there is an imbalance in productivity.

- **Merging-Expanding.** For the leadership styles focal point, the quantitative findings on transformational leadership and transactional leadership domains substantiate the qualitative findings. It suggests encouraging teachers to rethink ideas and behave consistently with the school's values expands their professional growth and adherence to a shared vision. This approach fosters a culture of critical thinking and continuous improvement, enabling teachers to adapt and innovate. In parallel, inspiring and transformational leadership practices enhance trust, motivation, and commitment among teachers. This leadership style encourages creativity, empowers individuals, and nurtures a positive work environment. Additionally, supportive and participative leadership values teacher input, promotes collaboration, and amplifies commitment by recognizing the expertise and contributions of the teaching staff. When these elements expand together, they create a synergistic effect that empowers teachers to excel, fosters a collaborative culture, and ultimately enhances the overall quality of education provided by the school. This finding coincides with the research of Siraj et al. (2021) that school heads use a variety of leadership styles. An effective leader is one who can observe a situation from many perspectives and forms while employing various leadership styles. As a result, administrators who use a variety of leadership styles will be more successful in controlling and directing their organizations than administrators who exclusively use one type of leadership style. Similarly, the finding of this study agrees with Espiritu (2021) which suggests that in order to enhance decision-making styles and foster organizational trust, school heads should embrace new normal leadership competencies that are suitable for the current circumstances. Sustaining mentoring programs for school heads is essential to provide ongoing guidance and support in refining their decision-making styles and building organizational trust. Additionally, facilitating the sharing of best practices among school heads, particularly experienced ones, can offer valuable insights to assist novice school heads in their roles. Moreover, intensifying training programs for both aspiring and current school heads will

equip them with the necessary skills and knowledge to effectively and efficiently fulfill their administrative responsibilities. By implementing these strategies, school heads can adapt to the evolving educational landscape and contribute to the overall improvement of their schools.

In the same vein, head teachers play a crucial role as caretakers of schools and hold a professional management obligation to fulfill. They bear the responsibility for overseeing and influencing all aspects of the school environment. This study supports the findings of Gultom et al. (2020) head teachers also safeguard the interests of the government. It is imperative that the management styles of head teachers align with various facets of school life, including the curriculum, discipline, cultural climate, and addressing students' delinquent behavior. In Medan, Indonesia, every headmaster faces the challenge of acquiring effective leadership styles that can directly impact school performance. By successfully accomplishing this, there will be a focused educational development and sustainable improvement in the overall quality of education. The dedication and proficiency of head teachers in managing schools have a profound impact on shaping a conducive and successful learning environment for students.

Lastly, as to the significance of HRM practices and leadership styles to teacher commitment, the results revealed that the variable, specifically leadership styles, bears significance with a p-value of .000 on teacher commitment. This quantitative data is converging from the qualitative result with the theme 'catalyzing leadership.' The findings indicate that leadership styles play a crucial role in predicting teacher commitment. Specifically, servant leadership emerges as a significant predictor of teacher commitment. This leadership approach prioritizes the needs of teachers, fostering a supportive and empowering environment. By valuing and addressing the concerns of teachers, encouraging a sense of ownership, and providing opportunities for growth, servant leadership enhances teachers' commitment to their profession and the organization. These findings highlight the importance of adopting servant leadership practices in educational settings to promote teacher engagement and dedication, ultimately leading to improved educational outcomes.

The finding of the study is aligned with the study of Avolio et al. (2019) that transformational leadership, which involves inspiring and motivating followers to achieve their best, was positively related to teacher commitment. Teachers who perceived their leaders as transformational were more committed to their profession and were heightened to engage in behaviors that improve student outcomes. Gyeltshen (2019) added that teachers' perception of their principal's supportive leadership was positively related to their commitment to the school. Teachers, new and old in the service, who perceived their principal as supportive, were more committed to the school and engaged in behaviors that contributed to the school's success.

In connection with that, the study also finds the Self-Determination Theory (SDT) by Deci and Ryan (2000) relatable, which posits that individuals are driven by motivation when their fundamental psychological needs for autonomy, competence, and relatedness are fulfilled. Applied to the context of education, this theory implies that teachers who perceive their leaders as offering assistance and direction in attaining their objectives demonstrate commitment to their profession and actively seek to enhance their teaching practice. This finding has significant implications for educational leaders and policymakers. By creating a supportive and empowering environment that addresses teachers' basic psychological needs, leaders can foster a sense of commitment and investment among teachers. This, in turn, can lead to improved student outcomes, as teachers are motivated to continuously improve their practice. Therefore, it is crucial for educational institutions to prioritize the provision of support and guidance to teachers, recognizing their essential role in shaping the educational experiences and achievements of students.

I. Implications to Educational Practice

Based on the findings that leadership styles were a significant predictor of teacher commitment, the researchers can envision that schools will establish or strengthen their training and development among its leaders in order to address the declining commitment of teachers. School heads and principals in private schools will be encouraged to develop and enhance their leadership skills, as these skills can positively impact the level of commitment of teachers to their profession and the school. Engaging in professional development programs that focus on leadership development can equip teachers with the necessary tools and strategies to effectively lead within their classrooms and collaborate with colleagues. By cultivating a leadership mindset, school heads and principals contribute to a positive school culture and create an environment that fosters commitment and dedication among their peers.

Additionally, schools can prioritize the development of effective leadership styles throughout the organization, ensuring that all leaders, including administrators and department heads, exhibit qualities that inspire commitment and facilitate a collaborative and inclusive culture.

While HRM practices were not found to directly influence teacher commitment in this study, schools may find time to recognize the broader impact of these practices and consider a plan for reorganization to revisit and improve school policies. Schools may consider implementing HRM practices that foster a positive and supportive work environment, promote fair and transparent processes, and provide opportunities for professional growth.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

This chapter provides the key findings and recommendations drawn from the analysis and discussion of the results of the study.

A. Conclusions

➤ *The Following Conclusions were Drawn from the Findings of the Study:*

The human resource management practices in private secondary schools in Surigao del Sur Province were oftentimes observed. Hence, the teachers perceived these practices to have been implemented by the schools in the Province of Surigao del Sur. The leadership styles were also rated high. This implies that transformational, transactional, and laissez-faire leadership were oftentimes demonstrated by school heads in their respective private schools. Further, the teacher commitment was very high, so teachers perceived their commitment to the school, the teaching profession, to the pupils/students, and workgroup to be always evident. The findings revealed that teachers still have the burning desire to stay committed despite the numerous changes and challenges in the education landscape.

Furthermore, the leadership styles of school heads are significant predictors of teacher commitment. Therefore, teachers in private secondary schools consider their principal and other school heads as contributor to their dedication and desire to serve in the school for a long time. However, the human resource management practices posed no significance towards teacher commitment which tells us that they still trust the policies found in their school manual.

On the one hand, eight essential themes emerged from the lived experiences of the participants as regards teacher commitment. These themes are: empower connections, innovative instructional approaches, judicious discipline and guidance, task-oriented excellence, continuous professional growth, conscientious dedication, institutional loyalty, and collaborative harmony.

On the other hand, the insights shared by the participants shaped their beliefs and attitudes toward teacher commitment indicated that for the teacher- participants, teacher commitment can be harnessed through positive climate; by catalyzing leadership; through engaged empowerment; from unwavering mastery; innovative pedagogies; and by empowering potentials.

In addition, when the quantitative results were merged with the qualitative results, a merging-converging nature existed in human resource management practices while the leadership styles show a merging-expansion nature. Consecutively, a merging-converging nature was also evident in teacher commitment and the significance of human resource management practices and leadership styles to teacher commitment.

B. Recommendations

➤ *Based on the findings of the study, the following recommendations were suggested:*

- Since the human resource management practices is high, indicating that there is still room for improvement, it is recommended for the Head of the Human Resource Office or the School Head to intensify in-house training among its teachers and lay out the employee policies and guidelines that need to be internalized to strengthen the commitment of teachers. In addition, this study encourages the school management to adopt a participatory approach in enhancing the HRM practices and policies by involving teachers and other school personnel in decision-making and soliciting their feedback and suggestions.
- Considering that the leadership styles of the school head is high, implying that the most appropriate leadership is not yet attained, the researcher may recommend that principals may undergo seminars and refresher courses leadership to recalibrate what style of leadership is attuned to the culture of the school.
- On the account that the linear regression analysis established that only the leadership style significantly predicts teacher commitment among the private secondary teachers in the Province of Surigao del Sur, future researchers may explore other factors in the HRM practices that may influence teacher commitment.

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