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## School Heads' Distributed Leadership and Organizational Commitment of Teachers

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### Abstract

**Aim:** This study examined the level of distributed leadership among school heads and its relationship with teachers' organizational commitment in San Pascual South District.

**Methodology:** This study used a descriptive, evaluative, and correlational design using surveys to determine the relationship between the variables. This study was conducted at San Pascual South District for Elementary Teachers with 145 respondents resulting in a response rate of approximately 96.67%.

**Results:** A highly significant relationship was found between "Leadership Practices" and "Affective Commitment" ( $p = .005$ ), indicating that better leadership practices positively influence teachers' emotional connection to the school. A significant relationship was also observed between "Mission, Vision, and Goals" and "Affective Commitment" ( $p = .044$ ). However, no significant relationships were found between distributed leadership and other aspects of organizational commitment.

**Conclusion:** Teachers' emotional commitment to the school is influenced by strong leadership practices and a clear mission. However, distributed leadership does not significantly impact teachers' decisions to stay due to necessity or obligation.

**Keywords:** correlation, work environment, job satisfaction, organizational commitment

### INTRODUCTION

In today's changing world of education, school heads play a crucial role in creating a supportive and collaborative environment for teachers. By embracing distributed leadership, they empower educators to take on responsibilities, share ideas, and actively shape the direction of their schools. This approach is gaining recognition worldwide to build stronger, more engaged teaching communities. When teachers feel valued and included in leadership, their sense of commitment grows, leading to higher job satisfaction, lower turnover, and a more positive learning experience for students. Understanding how distributed leadership influences teachers' dedication offers valuable insights into creating schools where educators and students thrive.

Distributed leadership goes beyond traditional top-down management by encouraging shared decision-making and collective problem-solving. School heads who practice this leadership style recognize that leadership is not confined to a single individual but is instead a shared responsibility among teachers and staff. By distributing leadership roles, they foster a culture of trust, collaboration, and innovation, allowing teachers to take initiative and contribute meaningfully to school development.

The sense of shared responsibility directly impacts teachers' organizational commitment, which reflects their emotional connection, loyalty, and dedication to their schools. When teachers feel a strong commitment to their institution, they are more likely to remain in their roles, engage in continuous professional development, and actively support school initiatives. As schools continue to navigate complex educational challenges, the role of school heads in promoting distributed leadership becomes increasingly vital—not only in shaping a positive and dynamic learning culture but also in strengthening teachers' long-term commitment to their profession.



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Teachers, as the primary drivers of educational outcomes, are key to translating institutional visions into tangible results. However, the success of this translation is significantly influenced by the leadership style employed by school heads. Effective leadership can inspire teachers, boost job satisfaction, and foster professional dedication, which is especially critical in an era of frequent educational reforms and pedagogical shifts Leithwood et al., (2020). Given the global emphasis on educational improvement, understanding how leadership approaches, such as distributed leadership, affect teachers' organizational commitment is vital. This study aims to provide insights into how shared leadership practices can adapt to these changes, resulting in more committed and motivated teaching staff, thus improving the overall educational experience.

Distributed leadership has been found to have a significant impact on teacher well-being, with organizational trust playing a mediating role in this relationship Liu et al. (2022). The operational aspects of distributed leadership, such as staff empowerment and shared decision-making, are positively related to principals' and teachers' organizational commitment and job satisfaction Liu and Werblow (2019). Additionally, distributed leadership indirectly influences teacher professionalism through collective teacher efficacy, professional learning communities, and teacher job satisfaction Liu and Watson (2020). These findings suggest that distributed leadership can contribute to teachers' organizational commitment by fostering a positive work environment and empowering teachers to take on leadership roles within the school Modeste et al. (2018). The distributed leadership perspective asserts that effective school management involves multiple leaders, with responsibilities being divided or shared among them.

In the Philippines, the Department of Education's policies further emphasize the importance of collaborative leadership. The National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) under Department Order No. 42, s. 2017, advocates for leadership practices that cultivate teacher collaboration and shared leadership. This policy highlights the need for continuous professional development, encouraging educators at all career stages to take on leadership roles and contribute to a culture of shared responsibility and professional growth. Additionally, Department Order No. 44, s. 2015, which outlines the Enhanced School Improvement Planning (SIP) Process, mandates school leaders to involve teachers in decision-making processes, particularly in the development and execution of school improvement plans. By doing so, schools benefit from the collective expertise of their staff, ensuring that improvement efforts are sustainable and reflective of the school community's needs.

Critics of distributed leadership, however, point to concerns about adding more duties to already overburdened teachers and the omission of any discussion on guaranteeing equitable opportunities for staff members based on gender and race Donley et al. (2020). Distributed leadership has the highest chance of succeeding in schools that offer an environment of trust, transparency, and shared practice among staff members, in addition to training and development for leadership roles.

The San Pascual South District offers a unique case study for examining the practical application of distributed leadership. As a district with diverse educational challenges and opportunities, it serves as a microcosm for exploring how shared leadership practices can impact teacher commitment and overall school performance. This study seeks to bridge the gap between theory and practice by examining the real-world outcomes of distributed leadership within the district. Understanding the implications of leadership styles on teacher commitment is especially critical in today's context, where global educational reforms demand adaptive leadership strategies that can withstand constant change and evolving expectations.

This study explored the practical implementation of distributed leadership in schools within the San Pascual South District, along with its associated challenges and resulting outcomes in real-life school settings. By understanding the significance of distributed leadership in a district where the educational prospects of many teachers and the professional goals of numerous educators intersect, this study transcended basic theoretical inquiry and became an essential endeavor. Examining how the leadership styles of school heads influenced teachers' organizational commitment was crucial in identifying effective strategies that positively impacted teacher satisfaction, motivation, and dedication to their profession. This was particularly important in an era of ongoing educational reforms and evolving pedagogical approaches, which continue to be observed on a global scale.

By addressing the role of distributed leadership in fostering teacher commitment, this research contributed to the ongoing global discourse on effective school leadership. It identified strategies that not only improved teacher morale and job satisfaction but also helped create more resilient and effective educational systems. Ultimately, this study enhanced the educational experience for both teachers and students, fostering a thriving educational community equipped to navigate the challenges of the 21st-century learning environment.



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## Objectives

This study aimed to determine the relationship between the school heads' level of manifestations of distributed leadership and teachers' organizational commitment.

Specifically, it sought to answer the following questions:

1. What is the level of manifestations of distributed leadership of school heads as assessed by teachers along the following domains?
  - a. Mission, vision, and goals
  - b. Shared leadership
  - c. School culture
  - d. Leadership practices
2. Are there significant differences in the level of manifestations among domains of distributed leadership?
3. What is the level of teachers' organizational commitment along the following aspects?
  - a. Affective commitment
  - b. Continuance commitment
  - c. Normative commitment
4. Are there significant differences in the level of teachers' organizational commitment across aspects?
5. Is there a significant relationship between school principals' distributed leadership and teachers' organizational commitment?
6. What intervention plan may be proposed based on the results of the study?

## Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

Hypothesis 1: There are significant differences in the level of manifestations of distributed leadership of school's heads as assessed by teachers along the identified domains.

Hypothesis 2: There are significant differences in the level of teachers' organizational commitment across aspects.

Hypothesis 3: There is a significant relationship between school principals' distributed leadership and teachers' organizational commitment.

## METHODS

### Research Design

The research employed a descriptive, evaluative, and correlational research approach to comprehensively examine the dynamics between distributed leadership of school heads and the organizational commitment of teachers.

### Population and Sampling

The study included permanent regular elementary teachers from eighteen (18) schools within the San Pascual South District. A total of 150 teachers were invited to participate in the survey, with 145 responding, resulting in a response rate of approximately 96.67%.

### Instrument

The instrument employed in this study utilized the Likert scale format, which was designed to gather quantitative data. This format ensured that the feedback provided by participants was precise, measurable, and consistent. Before the main study, the Distributed Leadership Readiness Scale (DLRS) underwent pilot testing with a smaller sample to refine the questionnaire and ensure clarity of the items. This step involved paraphrasing certain questions to enhance their comprehensibility and relevance based on feedback from the pilot group. The pilot testing results were used to make necessary adjustments to the questionnaire, further contributing to its validity and reliability. The instrument underwent validation and pilot testing with 15 teachers in Naga City. The reliability statistics for the survey consisted of 40 items for DLRS and 24 items for teachers' organizational commitment. Cronbach's alpha was used to measure internal consistency and reliability, yielding a result of  $\alpha = .96$ , indicating that the survey questionnaire was excellent.



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## Data Collection

The data were systematically gathered, reviewed, and analyzed in alignment with the study's objectives and in adherence to all established research protocols. Before administering the questionnaire, the researcher undertook a comprehensive process to secure all necessary permissions and approvals. This involved obtaining consent from the Dean of the Graduate School, the thesis adviser, and the panel members, followed by formal approval from the Office of the Schools Division Superintendent through the Public Schools District Supervisor. School Heads were also informed, and voluntary consent was secured from the participating teachers to uphold ethical research standards.

After securing these permissions, the researcher personally distributed the questionnaires with the assistance of school leaders to ensure an efficient and organized process. To maintain confidentiality, no identifiable information was collected, and participant responses were handled with the utmost discretion. Once completed, the questionnaires were retrieved, reviewed for completeness, and systematically organized for analysis. The collected data were then tabulated and subjected to statistical analysis to derive meaningful insights. This rigorous data collection and analysis process ensured the validity, reliability, and accuracy of the study's findings regarding the manifestations of distributed leadership and its impact on teachers' organizational commitment in the San Pascual South District.

## Treatment of Data

The data gathered were treated using the following statistical tools. Mean was used to determine the distributed leadership along leadership mission, vision and goals, school culture, share leadership and leadership practices and also teacher's organizational commitment based from three categories: affective commitment, continuance commitment, and normative commitment. One-Way Analysis of Variance (ANOVA) is a statistical method used to assess whether there are any statistically significant differences between level of manifestations of distributed leadership of school heads as assessed by teachers along the identified domains and level of teachers' organizational commitment across aspects. Pearson correlation analysis was conducted to determine if a significant relationship exists between distributed leadership and teachers' organizational commitment.

## Ethical Considerations

Ethical considerations were vital in safeguarding the identities of all participants involved in the study. Comprehensive information and orientation sessions were conducted to ensure that participants were well-informed about the study's rationale and procedures. The researcher also prioritized the confidentiality of participants' willingness and responses, respecting their right to choose whether to participate in the study.

During the research process, the survey questionnaire was meticulously crafted in a clear and concise manner to minimize potential conflicts among respondents. Adequate time was provided for participants to thoughtfully respond to the questions, reducing the likelihood of errors or inaccuracies in their answers. Participants were assured of the confidentiality of their identities and were given the freedom to withhold any information they did not wish to disclose.

The cooperation of respondents was secured with a commitment to treating the gathered data with utmost confidentiality, fostering an environment of openness and trust between the researcher and the participants. This ethical approach created a conducive atmosphere for reliable and candid responses while respecting the rights and privacy of the individuals involved in the study.



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**RESULTS and DISCUSSION**

**Level of Manifestations of Distributed Leadership**

This table shows the school heads’ level of distributed leadership across four key domains: Mission, Vision, and Goals; Shared Responsibility; School Culture; and Leadership Practices. The findings provide an overview of how distributed leadership is manifested within schools based on teacher assessments.

Table 1

**Level of Manifestations of Distributed Leadership**

<i>Domains</i>	<i>Mean</i>	<i>Interpretation</i>
<i>Mission, Vision, and Goals</i>	<i>3.69</i>	<i>Very High</i>
<i>School Culture</i>	<i>3.68</i>	<i>Very High</i>
<i>Shared Responsibility</i>	<i>3.67</i>	<i>Very High</i>
<i>Leadership Practices</i>	<i>3.49</i>	<i>Very High</i>
<i>Mean</i>	<i>3.63</i>	<i>Very High</i>

*Legend: 1.00-1.75 (Very low), 1.76-2.50 (Low), 2.51-3.25 (High), 3.26 -4.00 (Very High)*

The study revealed that Mission, Vision, and Goals (3.69), School Culture (3.68), and Shared Responsibility (3.67) were the highest-rated domains of distributed leadership, suggesting that schools have a well-established direction, a strong collaborative culture, and a shared commitment to student success. While all domains were rated "Very High," Leadership Practices (3.49) received the lowest score, indicating areas for improvement in leadership role distribution, teacher empowerment, and resource allocation.

The high rating for Mission, Vision, and Goals highlights that school heads effectively communicate their institution’s purpose and direction, ensuring alignment between objectives and daily practices. Leithwood et al. (2016) emphasize that a clear and shared vision fosters cohesion among stakeholders, improving teacher and student performance. Additionally, Voelkel and Chrispeels (2017) stress that distributed leadership helps ensure that all school members are aligned with institutional goals, fostering a unified and goal-oriented school environment. DepEd’s K-12 Basic Education Curriculum also mandates schools to develop School Improvement Plans (SIPs) aligned with national educational priorities, reinforcing the importance of mission clarity in achieving sustainable leadership.

The high rating for School Culture reflects an environment where trust, respect, and collaboration thrive, supporting professional growth and participatory decision-making. Harris (2013) emphasizes that a positive school culture strengthens distributed leadership, enabling teachers and administrators to collaborate effectively and foster a sense of collective efficacy. Similarly, Tian et.al (2018) found that a strong organizational culture enhances teacher motivation and engagement, contributing to overall school success.

The Shared Responsibility domain highlights the effective delegation of authority among school leaders, teachers, and staff. Gronn (2000) considers shared responsibility a cornerstone of distributed leadership, ensuring that decision-making is collaborative and inclusive. Furthermore, Eckert (2019) and Angelle and Teague (2017) found that teachers who share accountability with administrators exhibit greater innovation and professional commitment. The DepEd School-Based Management (SBM) framework also encourages participatory governance, aligning improvement plans with national priorities while ensuring community involvement in decision-making.

Despite these strengths, Leadership Practices scored slightly lower, suggesting the need to increase leadership opportunities for teachers, improve resource allocation, and address barriers such as time constraints. Diamond and Spillane (2021) emphasize that effective leadership requires structured time for teachers to engage in leadership roles. Meanwhile, Bush et. al (2018) highlight the importance of formal leadership training and support. Additionally, the dominance of veteran teachers in leadership roles suggests a need for greater inclusion of emerging leaders, which could be addressed through mentorship programs and structured leadership pathways.

Overall, the findings confirm that distributed leadership is well-established within schools, with mission clarity, a strong culture, and shared responsibility providing a solid foundation for effective leadership. However, expanding leadership opportunities, ensuring equitable role distribution, and strengthening support systems for teacher leaders remain essential for enhancing the sustainability and effectiveness of distributed leadership in schools.



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**Differences in the Level of Manifestations among Domains of Distributed Leadership**

The ANOVA test results indicate a statistically significant difference in the level of distributed leadership across the four domains, with an F-value of 7.065 and a p-value of .000, confirming that the variations observed are meaningful and not due to chance. The Sum of Squares Between Domains (3.857) and Mean Square (1.286) suggest measurable differences in how distributed leadership is perceived and implemented across Mission, Vision, and Goals; School Culture; Shared Responsibility; and Leadership Practices. Meanwhile, the Sum of Squares Within Domains (104.817) with a Mean Square of .182 indicates some internal variation, though considerably smaller than the differences observed between domains.

Table 2

**Differences in the Level of Manifestations among Domains of Distributed Leadership**

	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Between Domains	3.857	3	1.286	7.065	.000	Very Highly Significant
Within Domains	104.817	576	.182			
Total	108.674	579				

Legend:  $p \leq 0.001$  very highly significant,  $p \leq 0.01$  highly significant,  $p \leq 0.05$  significant,  $p > 0.05$  not significant

These findings highlight that distributed leadership is not uniformly implemented across all aspects of school leadership. The highest-rated domains—Mission, Vision, and Goals (3.69), School Culture (3.68), and Shared Responsibility (3.67)—demonstrate strong alignment, collaboration, and shared leadership. However, Leadership Practices (3.49) received the lowest rating, suggesting challenges in fully engaging teachers in leadership roles, resource allocation, and balancing leadership opportunities.

Tian et. al (2018) emphasize that distributed leadership affects different aspects of school operations in varying ways, particularly in areas like teacher motivation, school culture, and innovation. Similarly, Diamond and Spillane (2021) discuss the dynamic and complex nature of distributed leadership, noting that its effectiveness differs depending on the domain, such as instructional leadership or professional development. Gronn (2000) also argues that distributed leadership is not a uniform approach, and its implementation varies across schools and leadership contexts, leading to differences in its effectiveness.

To maximize its impact, school leaders must adapt their leadership strategies to meet the unique needs of each domain. For instance, Bush et.al (2018) highlight that the specific context and needs of a school influence how leadership is shared, leading to variations in leadership practices. Additionally, Voelkel and Chrispeels (2017) emphasize that distributed leadership enhances school culture and professional development, but its success depends on how well these leadership practices align with the school’s mission and goals. Duignan and Smeed (2023) further stress that a supportive and innovative school culture is essential for the successful implementation of distributed leadership, as variations in leadership support can affect teacher engagement and student performance.

Since the level of leadership manifestation differs across domains, leadership training and development programs should be domain-specific rather than generic. Tailored leadership development will allow school leaders to build competencies that address the specific needs of each domain, ensuring more effective leadership practices. For example, curriculum development, teacher collaboration, and policy formulation require different leadership approaches, and training programs should reflect these distinctions to enhance leadership effectiveness across all areas of school management.



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**Level of Teachers’ Organizational Commitment**

Table 3 shows level on teachers’ organizational commitment along the following aspects: affective, normative and continuance.

*Table 3*  
**Summary Table on Level of Teachers’ Organizational Commitment**

Aspects	Mean	Interpretation
Normative Commitment	2.87	High
Affective Commitment	2.82	High
Continuance Commitment	2.79	High
Mean	2.83	High

*Legend: 1.00-1.75 (Very low) 1.76-2.50 (Low), 2.51-3.25 (High), 3.26 -4.00 (Very High)*

The findings reveal that teachers exhibit a high level of organizational commitment across all three dimensions, with Normative Commitment (2.87) receiving the highest rating, followed by Affective Commitment (2.82) and Continuance Commitment (2.79). The overall mean of 2.83 suggests that teachers feel a strong sense of duty, emotional attachment, and awareness of the costs of leaving their institution.

Normative Commitment, which reflects a teacher’s sense of moral obligation to remain in their school, is the strongest aspect of commitment. This suggests that teachers value their role in the institution and feel ethically bound to stay, likely due to institutional support, shared values, and alignment with the school’s mission. However, Meyer and Parfyonova (2010) emphasize that this type of commitment should be reinforced by a supportive organizational culture to prevent burnout and disengagement. DepEd Order No. 42, s. 2017, which upholds professional teaching standards, also supports this finding by emphasizing the importance of ethical responsibility and continuous professional development in fostering teacher commitment.

Affective Commitment, or emotional attachment to the school, was also rated high. This implies that teachers generally feel connected to their institutions, but there is still room for improvement in fostering stronger personal and professional bonds within the organization. Job satisfaction and a positive workplace culture are crucial for enhancing affective commitment. In line with this, DepEd Memorandum No. 42, s. 2017, which promotes Professional Learning Communities (PLCs), has been instrumental in building supportive environments that strengthen teachers' emotional connections to their schools.

Continuance Commitment, which reflects teachers’ perception of the risks or costs of leaving, was the lowest-rated aspect. This suggests that while teachers are committed to their schools, they do not necessarily feel bound by financial or career stability concerns. A lower continuance commitment could indicate that teachers believe they have viable career opportunities elsewhere or that leaving would not cause significant disruption in their professional lives. Suliman and Iles (2000). emphasize that career growth opportunities and job security play a crucial role in increasing continuance commitment. Similarly, DepEd Order No. 007, s. 2024, which institutionalizes the Results-Based Performance Management System (RPMS), helps provide clear career tracks and job stability, thereby addressing concerns about career progression and retention.

From a leadership perspective, Moin (2018) highlights that leaders' emotional expressions influence employees' commitment levels. The study suggests that genuine, deep emotional engagement from school leaders positively impacts teachers' affective, normative, and continuance commitment, while superficial leadership actions can have a negative effect. Furthermore, Bibi (2019) found that supportive workplace environments, fair workload distribution, and professional recognition significantly enhance teacher commitment.

Department of Education (DepEd) implements various initiatives to sustain high commitment levels. Normative commitment is reinforced through programs such as Brigada Eskwela and the Code of Ethics for Professional Teachers, which promote ethical service and nation-building. Affective commitment is strengthened by recognition programs, career development opportunities, and work-life balance initiatives. Continuance commitment is supported through job security measures, salary standardization, and pension benefits, ensuring financial stability for teachers.

Despite these positive trends, challenges remain, such as heavy workloads, disparities in resource allocation, and the need for more structured career progression opportunities, particularly in rural areas. Moving forward, DepEd could focus on improving teacher wellness programs, reducing administrative burdens, and enhancing professional growth opportunities to sustain and further strengthen teacher commitment. By balancing ethical alignment,



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emotional connection, and financial stability, educational institutions can continue to foster a dedicated and motivated teaching workforce.

**Differences in the Level of Teachers’ organizational commitment among across aspects**

Table 4 presents the results of the ANOVA test, which examines whether there are significant differences in teachers’ organizational commitment across its three dimensions: Normative, Affective, and Continuance Commitment. The analysis shows that the F-value of 4.856 and the p-value of 0.008 indicate a highly significant difference ( $p \leq 0.01$ ), meaning that teachers’ commitment levels vary across these dimensions rather than being uniform.

The Sum of Squares Between Aspects (1.156) and Mean Square (.578) suggest that measurable differences exist in how teachers perceive their commitment. Meanwhile, the Sum of Squares Within Aspects (51.421) and Mean Square (.119) indicate that while there are variations among individual teachers, the differences between the dimensions of commitment are statistically significant.

Table 4

**Differences in the Level of Teachers’ organizational commitment among across aspects**

	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Between Aspects	1.156	2	.578	4.856	.008	Highly significant
Within Aspects	51.421	432	.119			
Total	52.578	434				

Legend:  $p \leq 0.001$  very highly significant,  $p \leq 0.01$  highly significant,  $p \leq 0.05$  significant,  $p > 0.05$  not significant

Normative Commitment, which is based on a sense of duty or obligation, received the highest rating, indicating that teachers remain in their schools primarily due to moral or professional responsibility. This finding aligns with Meyer and Allen’s (1991) Three-Component Model of Organizational Commitment, which explains that employees with strong normative commitment stay in an organization out of loyalty and ethical responsibility, rather than personal attachment or financial necessity.

On the other hand, Affective Commitment, which reflects an emotional bond with the school, was rated moderately. While teachers feel connected to their institution, this bond is not as strong as their sense of duty. Factors such as job satisfaction and workplace culture play a crucial role in strengthening affective commitment, suggesting that schools should focus on creating a more supportive and engaging environment to deepen teachers’ emotional investment.

Meanwhile, Continuance Commitment, which is based on financial security and career stability, received the lowest rating. This suggests that teachers do not feel financially dependent on their school or perceive staying as necessary for career growth. Suliman and Iles (2000) emphasize that clear career pathways and job security are key factors in strengthening continuance commitment, indicating that schools should invest in structured professional development opportunities, salary incentives, and long-term job security measures to improve teacher retention.

The study confirms that teachers’ organizational commitment varies significantly across its three dimensions. While loyalty and ethical responsibility (normative commitment) are strong, teachers may not feel as emotionally attached (affective commitment) or professionally dependent (continuance commitment) on their schools.

**Relationship between Distributed Leadership and Teachers Organizational Commitment**

The provided data examines the relationship between different aspects of distributed leadership and teachers’ organizational commitment through Pearson’s correlation coefficient analysis. This statistical method reveals how these variables interact and the strength of their relationships.





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Table 5  
**Relationship between Distributed Leadership and Teachers Organizational Commitment**

Aspects of Distributed Leadership	Aspects of Teachers Organizational Commitment	Pearson Correlation	Sig. (2-tailed)	Interpretation
Mission, Vision, and Goals	Affective Commitment	.168	.044	Significant
	Continuance Commitment	.086	.304	Not Significant
	Normative Commitment	.070	.406	Not Significant
Shared Responsibility	Affective Commitment	.139	.095	Not Significant
	Continuance Commitment	.029	.729	Not Significant
	Normative Commitment	-.057	.496	Not Significant
School Culture	Affective Commitment	.119	.154	Not Significant
	Continuance Commitment	-.076	.364	Not Significant
	Normative Commitment	-.063	.455	Not Significant
Leadership Practices	Affective Commitment	.231	.005	Highly Significant
	Continuance Commitment	.141	.090	Not Significant
	Normative Commitment	.019	.816	Not Significant
Distributed Leadership	Organizational Commitment	.112	.179	Not Significant

Legend:  $p \leq 0.001$  very highly significant,  $p \leq 0.01$  highly significant,  $p \leq 0.05$  significant,  $p > 0.05$  not significant

This suggests that when teachers align with their school’s mission and vision, they develop a stronger emotional attachment to the institution. Similarly, when they are actively involved in leadership roles and decision-making, their sense of belonging and loyalty increases. These findings are consistent with Northouse (2018), who emphasizes that a clear and shared purpose strengthens employees’ emotional bonds with their organization.

Conversely, no significant relationships were found between other aspects of distributed leadership and organizational commitment. For instance, Mission, Vision, and Goals did not significantly impact Continuance or Normative Commitment, meaning that while teachers may feel emotionally connected, this does not necessarily influence their perceived necessity or moral obligation to stay. Similarly, Shared Responsibility and School Culture did not exhibit significant relationships with any aspect of organizational commitment, suggesting that collaboration and workplace culture alone may not be enough to strengthen teachers' long-term commitment.

The strong correlation between Leadership Practices and Affective Commitment aligns with Leithwood and Jantzi (2016), who found that leadership practices—such as fostering collaboration, providing professional



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development, and recognizing teachers' contributions—positively influence emotional attachment to the school. Allen and Meyer (1990) also emphasize that clear organizational goals enhance affective commitment, as employees are more likely to develop strong emotional bonds when they perceive the mission and vision to be well-defined. Additionally, Leithwood et al. (2020) highlight that a clear sense of purpose and direction motivates teachers to invest more time and effort into their roles, leading to stronger organizational commitment.

Further research supports these findings. Sharaievskaya, et al. (2020) found a positive relationship between teachers' affective commitment and their alignment with the institution's mission and vision, reinforcing the idea that teachers feel more engaged when they understand and support their school's goals. When employees' personal values align with organizational goals, emotional attachment and job satisfaction increase. Gronn (2020) further argues that effective leadership practices create a positive organizational climate, fostering a sense of community, trust, and emotional investment among teachers.

This study highlights that distributed leadership, particularly leadership practices and mission alignment, significantly influence teachers' emotional commitment. However, other aspects, such as shared responsibility and school culture, do not have a strong impact on organizational commitment. These findings suggest that while fostering a positive work culture is important, direct engagement in leadership roles and a clear institutional mission are more effective in strengthening teachers' connection to their schools. Future studies should explore broader leadership factors and long-term impacts to develop more comprehensive teacher retention strategies.

### Conclusions and Recommendations

The study concluded that school heads in the San Pascual South District demonstrate a very high level of distributed leadership, particularly in establishing mission, vision, goals, shared responsibility, and school culture. However, leadership practices received a lower rating, suggesting that while school heads effectively guide their institutions, there is a need to enhance teacher involvement in leadership roles. Furthermore, teachers exhibited high organizational commitment, with the strongest scores in normative commitment (a sense of duty to stay) and the lowest in continuance commitment (staying due to financial or career stability reasons). The significant difference between affective and continuance commitment suggests that while teachers feel emotionally invested in their schools, they may not perceive long-term career growth or job security as strong motivators for staying. Additionally, a highly significant relationship was found between leadership practices and teachers' affective commitment, emphasizing the role of strong leadership in fostering teachers' emotional connection to the school.

Based on these findings, the study recommends strengthening leadership practices by enhancing teacher involvement in decision-making through structured mentorship and professional development programs. Leadership training should be provided to both school heads and teachers to ensure the effective distribution of leadership roles. To improve teachers' organizational commitment, particularly in areas of career growth and job security, initiatives such as scholarship grants, career advancement programs, and recognition schemes should be introduced. Additionally, educational authorities should implement policies aimed at increasing teacher job satisfaction and retention, particularly in rural and remote areas where career advancement opportunities may be limited. Finally, a structured intervention plan should be developed to reinforce leadership distribution, increase teacher engagement, and foster a deeper sense of belonging and professional fulfillment within the organization.

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