

Transformational and Transactional Leadership towards Organizational Commitment: The Mediating Role of Change Readiness

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Abstract

This study aimed to determine the mediating role of change readiness in the relationship between transformational leadership, transactional leadership, and organizational commitment in public elementary schools. The study employed a descriptive-correlational approach, including 237 out of 278 teachers in the Nagcarlan Sub-Office, Division of Laguna. A five-part survey questionnaire was utilized to determine the respondents' profiles, transformational and transactional leadership level, change readiness, and organizational commitment. Mean and standard deviation were used to determine the transformational and transactional leadership level, change readiness and organizational commitment. Pearson-Moment Correlation Coefficient and mediation analysis were used to test the hypotheses. The results revealed a significant relationship between transformational leadership and organizational commitment. A significant relationship exists between transactional leadership in terms of contingent reward and active management by exception to organizational commitment. Passive management by exception is significant only to continuance commitment. Change readiness fully mediated the relationship between the school head's transformational leadership and transactional leadership to organizational commitment. As a result, the research hypotheses are not sustained. It is recommended to propose programs and training to increase teachers' change readiness.

Keywords

Transformational leadership, Transactional leadership, Change readiness, Organizational commitment

INTRODUCTION

This study aims to investigate the mediating role of change readiness in the relationship between transformational leadership, transactional leadership, and organizational commitment of selected elementary public-school teachers of Nagcarlan Sub-Office in the Division of Laguna.

One of the current changes to be implemented in the Department of Education is the change in the curriculum. Vice President and Education Secretary Sara Duterte announced that the Department of Education (DepEd), found congested, will revise the K-12 curriculum. The DepEd hopes to produce more graduates who are responsible and prepared for the workforce with the revised curriculum, according to Duterte, who also noted that a significant number of learning competencies catered to high cognitive demands.

MATATAG curriculum was based on the K to 12 Curriculum review and other pertinent research on the current status of education. The MATATAG Curriculum has the following features: a) decongested curriculum, b) focus on foundation skills, c) balanced cognitive demands, d) clearer articulation of 21st-century skills, e) reduced learning areas, f) intensified Values Education and Peace Education and g) on a par with international standards.

The era of the "new normal" in the Philippines and the directive to handle budgeting and financing at the principal level put pressure on school principals to demonstrate exceptional leadership, which is now a crucial and prevailing quality among educators. The consensus is that a strong and efficient school is built on the leadership of its principal. At times, a principal's or school head's leadership style can be used to characterize them as leaders (Estacio & Estacio, 2022).

The consensus is that a strong and efficient school is built on the leadership of its principal. A principal's or school head's leadership style can sometimes be used to characterize them as leaders. As one of the largest sub-offices in the Division of Laguna, it is important to have a deeper understanding of the leadership style of the school head in the Nagcarlan Sub-office.

Teachers will perform at higher levels when committed to their school and organization. Highly committed teachers can help an organization accomplish more yearly than medium or low-commitment teachers. Because highly committed teachers are ready to make an additional effort to attain school vision and goals, organizational commitment among teachers is crucial in determining the success of education reform and school performance. Determining the elements that might strengthen teachers' organizational commitment is crucial.

The new normal is still affecting educators in the Philippines. In the Philippines, educators believe that their jobs are the only feasible means of meeting basic needs. Teachers in the Philippines have reported that career changes and social mobility are not luxury items (Pambuena, 2022).

Lower commitment and enthusiasm to teach are reported by Filipino educators (Pambuena, 2022). This could refer to the many indifferent educators who resonate with their lack of passion and antagonistic demeanor toward their students. To guarantee that teachers under this new standard will be more willing, satisfied, and motivated to teach, it is necessary to understand what kind of commitment and factors can influence organizational commitment among Filipino teachers.

In light of this, the researcher is interested in exploring transformational and transactional leadership and the mediating role of change readiness concerning transformational and transactional leadership and organizational commitment.

This study was anchored to Bass's (1985) transformational leadership theory. The four components of transformational leadership in the Bass model are a) intellectual simulation, b) idealized influence, c) inspirational motivation and d) individualized consideration.

Transactional leadership has three dimensions: a) contingent reward, b) active management by exception (MBE), and c) passive management by exception (MBEp) (Bass & Avolio, 1995).

Meyer and Allen's (1991) commitment model consists of affective, continuance and normative commitment. Organizational commitment refers to a psychological state that describes the connection between an employee and an organization and how that relationship affects the employee's decision to remain a member of the organization or leave it (Meyer and Allen, 1991).

Readiness for change is a cognitive precursor to either resistance or support for a change effort. Change readiness is divided into four dimensions: appropriateness, management support, change efficiency, and personal benefits (Holt et al., 2007). Change is a character in everyone's life, whether they realize it or not, and everyone needs to accept it through action, decision-making, strength, selfless work, and participation in change. The future will, therefore, require science.

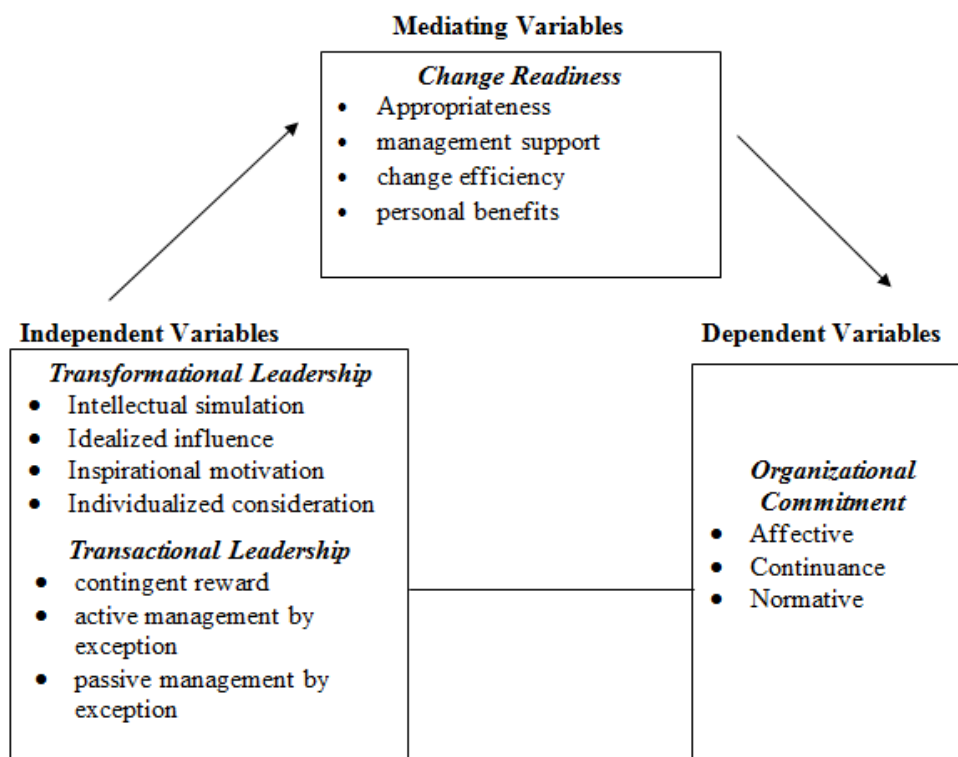


Fig. 1 The Research Framework

RESEARCH PROBLEMS

Specifically, this study intended to answer the given questions:

1. What is the level of the school head's transformational leadership as perceived by the teacher respondents in terms of:
 - 1.1 intellectual simulation;
 - 1.2 idealized influence;
 - 1.3 inspirational motivation; and,
 - 1.4 individualized consideration?
2. What is the level of school head's transactional leadership as perceived by the teacher respondents in terms of:
 - 2.1 contingent reward;
 - 2.2 active management by exception; and,
 - 2.3 passive management by exception?
3. What is the level of respondents' change readiness in terms of:
 - 3.1 appropriateness;
 - 3.2 management support;
 - 3.3 change efficacy; and,
 - 3.4 personal benefits?
4. What is the level of the respondent's organizational commitment in terms of:
 - 4.1 affective;
 - 4.2 continuance; and,
 - 4.3 normative commitment?
5. Is there a significant relationship between transformational leadership and organizational commitment?
6. Is there a significant relationship between transactional leadership and organizational commitment?
7. Does change readiness mediate the relationship between transformational leadership and organizational commitment?
8. Does change readiness mediate the relationship between transactional leadership and organizational commitment?

MATERIALS AND METHODS

This study utilized the descriptive correlational research design to describe transformational and transactional leadership toward organizational commitment as mediated by change readiness. Correlation design establishes a relationship between two or more variables.

The respondents of the study were elementary school teachers of Nagcarlan Sub-Office, Division of Laguna, situated in Nagcarlan, province of Laguna. 237 elementary teachers were the respondents of the study using random purposive sampling.

Mean and standard deviation were used to describe the respondents' perception of transformational and transactional leadership used by public elementary school heads, teachers' organizational commitment and change readiness.

Furthermore, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used to prove the two hypotheses set in the study, whether the transformational and transactional have a significant relationship with teachers' organizational commitment.

Mediation analysis was employed to determine whether change readiness mediates the relationship between the respondents' perception of transformational and transactional leadership and the level of commitment.

RESULTS AND DISCUSSION

Table 1 Extent of Manifestation on Transformational Leadership

Transformational Leadership	Mean	SD	Interpretation
Intellectual Simulation	4.56	0.51	Highly Manifested
Idealized Influence	4.61	0.51	Highly Manifested
Inspirational Motivation	4.63	0.51	Highly Manifested
Individualized Consideration	4.52	0.54	Highly Manifested
Overall	4.58	0.48	Highly Manifested

Legend: 4.50-5.00 Highly Manifested, 3.50-4.49 Manifested, 2.50-3.49 Slightly Manifested, 1.50-2.49 Less Manifested, 1.00-1.49 Not Manifested

Table 1 presents the extent to which the school head's transformational leadership was manifested as perceived by the teacher respondents. It can be observed that transformational leadership was "highly manifested among the school heads, as indicated by the overall mean of 4.58.

Transformational leadership in terms of inspirational motivation had the highest mean of 4.63 which was interpreted as highly manifested meanwhile individualized consideration had the lowest mean of 4.52 and also interpreted as highly manifested.

It is inferred that school head adapt transformational leadership style in managing the school organization. School head ensure that develop their strength by providing ample opportunities for trainings well as education. School head also

set as a good example to teachers by morally and ethically giving thought on the possible consequence of a decision and centering the task toward the attainment of the organization's vision. They also motivate teachers to professionally and diligently do their work well.

Table 2 Extent of Manifestation on Transactional Leadership

Transactional Leadership	Mean	SD	Interpretation
Contingent Reward	4.61	0.51	Highly Manifested
Active Management by Exception	4.31	0.70	Manifested
Passive Management by Exception	2.82	1.47	Slightly Manifested
Overall	3.91	0.63	Manifested

Legend: 4.50-5.00 Highly Manifested, 3.50-4.49 Manifested, 2.50-3.49 Slightly Manifested, 1.50-2.49 Less Manifested, 1.00-1.49 Not Manifested

Overall, and as gleaned in Table 2, the school head “manifested” transactional leadership as perceived by the teacher-respondent ($M=3.91$, $SD=0.63$). Transactional leadership in terms of contingent reward was highly manifested, and active management by exception was manifested with a mean of 4.61 and 4.31, respectively.

The findings show that the school head's transactional leadership, as perceived by the teacher respondent, manifests. This implies that school heads set the goals, make clear the relationship between performance and rewards for teachers and punish performance that does not meet the pre-determined standard.

Looking into the study's findings, school heads react favorably when teachers perform well by demonstrating particular appreciation for educators who fulfill increased performance standards. The school head takes corrective action when teachers make mistakes and monitors closely to ensure that shared goals are met. Transactional leaders motivate their followers to move toward predefined goals by using rewards and punishments as the cornerstone of their leadership actions (Claus, 2021).

However, passive management by exception was slightly manifested. The school principal shows slight manifestation of intervention only to address it if it gets noticeably worse when handling an issue.

Table 3 Extent of Readiness on Change Readiness

Change Readiness	Mean	SD	Interpretation
Appropriateness	4.41	0.55	Ready
Management Support	4.58	0.49	Highly Ready
Change Efficacy	4.27	0.61	Ready
Personal Benefit	4.38	0.56	Ready
Overall	4.41	0.46	Ready

Legend: 4.50-5.00 Strongly Agree/Highly Ready, 3.50-4.49 Agree/Ready, 2.50-3.49 Moderately agree/Slightly Ready, 1.50-2.49 Disagree/Less Ready, 1.00-1.49 Strongly Disagree/Not Ready

Overall, and as gleaned in Table, teachers' change readiness was perceived as “ready,” with a mean of 4.41 and a standard deviation of 0.46. Change readiness in terms of management support had the highest mean of 4.58 and was interpreted as “highly ready.” Appropriateness, change efficacy and personal benefit were interpreted as “ready,” with a mean of 4.41, 4.27 and 4.38, respectively.

Teachers are highly ready for change in terms of management support. The school heads are committed to educational change. They carefully select the right management support for the teachers by conducting a needs assessment. Teachers also perceive that the proposed change in education is worthwhile if it is adopted.

Looking into the study's findings, the school head is dedicated to the changes in education. Principals served as resource speakers and training mentors for the teachers. They attended trainings to serve as trainers for teachers in educational change. They also assist the teachers in dealing with the change. Seminars and training are conducted before implementing change to ensure that teachers can adopt the changes with ease and expertise. Resources such as printing materials and curriculum guides are also provided to teachers, which they can use in implementing the change. Teachers believed that educational change was suitable for the organization. Adapting to educational changes can bring advantages and be implemented since teachers believe they have the ability and skills necessary to execute the changes. To make sure that members of the organizations are prepared for change within the organization, it is critical to comprehend the techniques that can be used to foster readiness for change (Asbari et al., 2020).

Table 4 Extent of Organizational Commitment

Organizational Commitment	Mean	SD	Interpretation
Affective	4.48	0.49	Committed
Continuance	3.96	0.74	Committed
Normative	4.60	0.46	Highly Committed
Overall	4.35	0.46	Committed

Legend: 4.50-5.00 Strongly Agree/Highly Committed, 3.50-4.49 Agree/Committed, 2.50-3.49 Moderately Agree/Slightly Committed, 1.50-2.49 Disagree/Less Committed, 1.00-1.49 Strongly Disagree/Not Committed

Teachers are highly committed to the organization because they feel a strong sense of responsibility and obligation to it, which prevents them from quitting and leaving. They also have an emotional attachment to the organization, making them

loyal and working harder for it. Teachers also feel a need to stay in the organization since the cons of leaving outweigh the pros.

Teachers' compliance with the organization demonstrates this aspect due to applicable regulations and teachers' sense of employee duty.

The data analysis of the above findings reveals that elementary teachers in the District are committed to the organization. Members' commitment to the organization is demonstrated by their readiness to go above and beyond what has been established by the organization and to sacrifice more to meet each of the organization's goals.

Table 5 Correlation of Transformational Leadership to the Extent of Organizational Commitment

Transformational Leadership	Organizational Commitment			Organizational Commitment
	Affective	Continuance	Normative	
Intellectual Stimulation	0.42**	0.17**	0.42**	0.38**
Idealized Influence	0.44**	0.15*	0.46**	0.40**
Inspirational Motivation	0.44**	0.14*	0.39**	0.36**
Individualized Consideration	0.45**	0.22**	0.36**	0.41**
Transformational Leadership	0.48**	0.19**	0.45**	0.42**

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

The Table shows the correlation between the perceived transformational leadership of the school head and teachers' organizational commitment.

The transformational leadership of the school heads has a significant relationship with teachers' organizational commitment in terms of intellectual stimulation, idealized influence, inspirational motivation, and individualized consideration, with values of 0.38, 0.40, 0.36 and 0.41, respectively, which are significant at the 0.01 level.

As shown in the table, there exists a significant relationship between the school head's transformational leadership in terms of intellectual stimulation, idealized influence, inspirational motivation and individualized consideration of teachers' organizational commitment as to affective, continuance and normative.

The data analysis of the above findings reveals that the school head supports teachers in building on their areas of strength, pays attention to their concerns in order to provide comfort to them, and treats each teacher as an individual rather than just a group member, teachers feel deeply connected to their school, and personal believe the school holds significant personal significance for them. Training and seminars such as the School Learning Action Cell were conducted to address the teacher's areas of strength and weakness. The result of the Self-Assessment Tool of the teachers serves as a guide in crafting training sessions.

The findings of the study tend to point out that school heads foster a stable environment for all people to help the teachers realize their full potential, enable people to work devotedly, embrace the aims and goals, and contribute to the organization's success. The school head always ensures compliance with the school environment based on the recommendation of the Disaster Risk Reduction Management guidelines. Conducting fire drills and earthquake drills promotes readiness among pupils and teachers in case of emergencies. Regular monitoring of the school canteen ensures that the food served among the pupils and teachers is within the approved food classification.

Likewise, the school head's capacity to intellectually push followers to reach new heights, to think critically and creatively, and to take an active role in group decision-making is found to be significantly related to teachers' desire to remain at their current school because they believe it provides greater advantages than alternative career paths.

Findings further reveal that the capacity of the school head to lead with integrity, provide a positive example for their followers, and put their followers' needs ahead of their own is directly linked to the teacher's sense of duty to stay with an organization.

The study's findings supported those of the study conducted by Ausat et al. (2022), in which organizational commitment has been found to be significantly and positively affected by transformational leadership style. Based on the reciprocity principle, transformational leaders have increased employee commitment rates through inspiration, high expectations, and motivation for employees to pursue their dreams for the institution. They also guide by fostering social assistance, self-realization, collaboration, and goal accomplishment (Udin, 2020).

Table 6 Correlation of Transactional Leadership to the Extent of Organizational Commitment

Transactional Leadership	Organizational Commitment			Organizational Commitment
	Affective	Continuance	Normative	
Contingent Reward	0.46**	0.23**	0.40**	0.43**
Active Management by Exception	0.40**	0.33**	0.36**	0.44**
Passive Management by Exception	-	0.32**	-	0.15**
Transactional Leadership	0.24**	0.44**	0.21**	0.39**

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

Table 8 presents the data on the significant relationship between the school head's transactional leadership and organizational commitment.

The school heads' transactional leadership has a significant relationship with teachers' organizational commitment in terms of contingent reward, active management by exception and passive management by exception, with values of 0.43, 0.44, and 0.15, respectively, which are significant at the 0.01 level.

The findings of the study tend to point out that the school head's way of closely monitoring to ensure that agreed-upon objectives can be met by assigning teachers to tasks that require their full attention and taking remedial action when they make mistakes affects the teachers' belief that leaving the school would be difficult and staying in the school is more of a need than a desire.

Looking in-depth into the table above, there is a significant relationship between the school head's transactional leadership in terms of contingent reward and active management by exception to teachers' organizational commitment to affective, continuance and normative. However, transactional leadership in passive management has a significant relationship only to the continuance commitment of the teachers.

In line with the above table, the school heads are very clear about what is expected of them and provide incentives to promote improved performance, which may contribute to teachers' emotional attachment to the organization.

The school head concentrates on spotting mistakes, grievances, or failures and helps staff members address and resolve them before any serious issues arise. This makes the teachers feel that they will lose more if they leave the organization. The head also rewards teachers for their good performance and achievements, which affects the teachers' sense of obligation to stay in the organization.

The study's findings supported Asrarudin's (2022) idea that transactional leadership establishes brief relationships with subordinates based on mutually agreed-upon goals; sanctions are applied when goals are not met, and rewards are given when subordinates are able to reach them. Creative and inventive behavior in these relationships is not the status quo; it is vital but not a priority.

Table 7 Mediation Analysis of Change Readiness to the Relationship between Transformational Leadership and the Teacher's Organizational Commitment

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*****
Model : 4
  Y : Organizational Commitment
  X : Transformational leadership
  M : Change Readiness

Sample Size: 237
*****
OUTCOME VARIABLE: Change Readiness

Model Summary
   R      R-sq    MSE      F      df1      df2      p
   .548    .300    .149    100.658    1.000    235.000    .000

Model
   coef    se      t      p      LLCI      ULCI
constant    2.002    .241    8.304    .000    1.527    2.477
Transformational Leadership    .525    .052    10.033    .000    .422    .629

*****
OUTCOME VARIABLE: Organizational Commitment

Model Summary
   R      R-sq    MSE      F      df1      df2      p
   .702    .492    .110    113.441    2.000    234.000    .000

Model
   coef    se      t      p      LLCI      ULCI
constant    1.151    .235    4.896    .000    .688    1.614
Transformational Change Readiness    .048    .054    .886    .377    -.058    .153
Change Readiness    .676    .056    12.096    .000    .566    .786

***** DIRECT AND INDIRECT EFFECTS OF X ON Y *****
Direct effect of X on Y
   Effect    se      t      p      LLCI      ULCI
   .048    .054    .886    .377    -.058    .153

Indirect effect(s) of X on Y:
   Effect    BootSE    BootLLCI    BootULCI
Change Readiness    .355    .061    .243    .483
*****

```

Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Tf Leader. --> Change Read.	.525	.052	.422	.629	10.033	.000
TF Leader. --> O. Commitment.	.048	.054	-.058	.153	.886	.377
Change Read. -->O. Commitment	.676	.056	.566	.786	12.096	.000

Note: Full mediation exist

Table 7 presents the mediation analysis of change readiness to the relationship between transformational leadership and teachers' organizational commitment.

The direct effect represents the relationship between transformational leadership and organizational commitment without considering the mediating role of change readiness. In this analysis, the effect is 0.048. The t-value is 0.886, and the p-value is 0.377.

Furthermore, the indirect effect represents the relationship between transformational leadership and the level of teacher organizational commitment when mediated by the teachers' change readiness. In this analysis, the indirect effect is 0.355.

This suggests that teachers' level of change readiness plays a significant role in transformational leadership in increasing their organizational commitment. Teachers' emotional attachment to their organization is influenced by a school head's ability to meet the needs of each follower and act as a mentor, coach, or guide based on teachers' assessments of the proposed change's benefits and drawbacks.

Based on these results, the analysis of the mediating effect of change readiness on the relationship between school heads' transformational leadership and organizational commitment fully mediates. In addition, transformational leadership had no effect on organizational commitment without change readiness.

Table 8 Mediation Analysis of Change Readiness to the Relationship between Transactional Leadership and the Teacher's Organizational Commitment

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*****
Model : 4
Y : Organizational Commitment
X : Transactional Leadership
M : Change Readiness
Sample Size: 237
*****
OUTCOME VARIABLE: Change Readiness
Model Summary
  R      R-sq    MSE      F      df1     df2      p
  .454   .206     .169    60.895  1.000  235.000  .000

Model
      coeff    se      t      p    LLCI    ULCI
constant  3.117   .168  18.597  .000  2.787  3.447
Transactional Leadership
      .330   .042   7.804  .000  .247  .413
*****
OUTCOME VARIABLE: Organizational Commitment
Model Summary
  R      R-sq    MSE      F      df1     df2      p
  .705   .498     .108   115.937  2.000  234.000  .000

Model
      coeff    se      t      p    LLCI    ULCI
constant  1.168   .211   5.539  .000  .753  1.583
Transac   .069   .038   1.824  .069  -.006  .144
Change    .660   .052  12.645  .000  .557  .763
Readiness
***** DIRECT AND INDIRECT EFFECTS OF X ON Y *****
Direct effect of X on Y
  Effect    se      t      p    LLCI    ULCI
  .069     .038   1.824  .069  -.006  .144

Indirect effect(s) of X on Y:
      Effect    BootSE    BootLLCI    BootULCI
Change Readiness  .218     .033     .156     .287
*****

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Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Ts Leader. --> Change Read.	.330	.042	.247	.413	7.804	.000
Ts Leader. --> O. Commitment.	.069	.038	.069	-.006	1.824	.069
Change Read. -->O. Commitment	.660	.052	.557	.763	12.645	.000

Note: Full mediation exist

Table 8 analyses the mediating effect of change readiness on the relationship between transactional leadership and teachers' organizational commitment.

The direct effect represents the relationship between transactional leadership and organizational commitment without considering the mediating role of change readiness. In this analysis, the effect is 0.069. The t-value is 1.824, and the p-value is 0.069.

Furthermore, the indirect effect represents the relationship between transactional leadership and the level of teacher's organizational commitment, mediated by the change readiness of the teachers. In this analysis, the indirect effect

is 0.218. This suggests that the teachers' change readiness level plays a significant role in transactional leadership and increases the level of teachers' organizational commitment. Leaders use rewards and corrective actions to inspire and guide followers. When teachers can learn all that will be needed when the educational change is implemented, their commitment to the organization and their individual tasks increases.

Based on these results, the analysis of the mediating effect of change readiness on the relationship between school heads' transformational leadership and organizational commitment fully mediates. In addition, transactional leadership had no effect on organizational commitment without change readiness.

This model shows the mediating effect of change readiness on the relationship between transformational and transactional leadership and organizational commitment.

As seen in Figure 2, change readiness fully mediates the relationship of the school head's transformational and transactional leadership to organizational commitment. This implies that transformational and transactional leadership do not affect organizational commitment without change readiness.

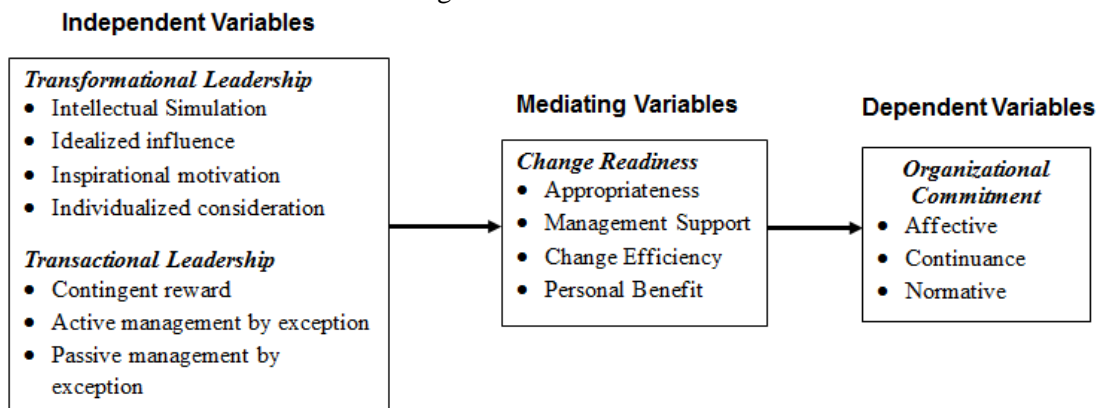


Fig 2. Proposed Model for the Mediating Role of Change Readiness to the Relationship between Transformational and Transactional Leadership Towards Organizational Commitment

FINDINGS AND CONCLUSIONS

Regarding the school head's transformational leadership, the teacher perceived intellectual simulation, idealized influence, inspirational motivation and individualized consideration as highly manifested. Relative to the school head's transactional leadership, contingent reward was highly manifested, and active management by exception was manifested as perceived by the teachers. Passive management by exception was neither manifested nor not manifested. The overall perceived level of teachers' change readiness is ready. Regarding the level of teachers' organizational commitment, the teachers are committed to the organization as perceived by the respondent in affective, continuance and normative commitment.

Transformational leadership and organizational commitment have a significant positive relationship. Transactional leadership in terms of contingent reward and active management, by exception, had a positive relationship to all variables of organizational commitment. However, passive management by exception only had a significant relationship to organizational commitment in continuance. The correlation between transactional leadership and organizational commitment manifested a significant positive relationship.

The mediation analysis revealed that change readiness mediates the relationship between transformational leadership and organizational commitment. Full mediation exists. The mediation analysis revealed that change readiness mediates the relationship between transactional leadership and organizational commitment. Full mediation exists.

RECOMMENDATIONS

School heads may be guided on how to increase teachers' organizational commitment. Based on the result, they may be mindful of their leadership style. School heads may understand that high organizational commitment is achieved when teachers are highly ready to change. The more ready the teachers are to change, the more attached they are to the organization and to their work.

The school head may develop different programs and conduct training to solve problems that will arise when the changes are adopted, increasing teachers' change readiness. Future researchers may, with a larger scope, test or conduct a deeper study about other leadership styles that may affect teachers' organizational commitment.

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DECLARATION OF CONFLICT

The authors declare that no conflict can be derived from this study.

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