



Effect of Leadership Practices of School Heads in Mentoring Teachers as Key to Organizational Commitment

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Abstract

A sympathetic kind of leadership enhances a school environment which is conducive for everyone that affect their development and retention positively. This study aims to look for perceptions to inform educational leadership approaches and also in able to come up to discuss it for effective school governance. Using the descriptive correlational method, public school teachers responded to a survey questionnaire, it serves as a guide to identify, determine and analyze the relationship of school head leadership power and teachers' commitment on-the-job. Furthermore, results suggest that while Leadership Practice itself does not directly influence Organizational Commitment, it plays an important role in shaping Mentoring of Teachers, which in turn significantly impacts Organizational Commitment.

Keywords

Leadership practices, Organizational commitment, Mentoring teachers, Encouragement from Leaders, Teachers Well-Being, Affective Domain

INTRODUCTION

In modern-day education institutional settings, the responsibilities of school heads have gone too far beyond their respective administrative tasks; from it encompasses nurturing a professional developmental environment where teachers flourish to contributing implicitly to the institution's goals. In able to do that, leadership styles and practices of the school heads paves its way to mentoring teachers. Hulpia et al. (2015) gives emphasis on the importance of having a transformational type of leader who promotes mentoring and coaching to enhance their teachers' enthusiasm and commitment. This introduction explores the essential role of leadership practices in mentoring for enhancing organizational passionate commitment among educators.

The concept of mentoring within this context goes beyond traditional notions of guidance; it involves a deliberate process of professional development and support aimed at nurturing teachers' growth and commitment to the school's mission (Day et al., 2014). Harris et al. (2016) and Hallinger and Heck (2010) emphasizes the role of disseminated leadership and collective mentoring relations in refining teachers' confidence and organization solidarity. These results generally show the complex effect of leadership practices into teachers' dedication and highlights the necessity on employing mentoring as an instrument in reaching improved organizational commitment.

According to Meyer and Herscovitch (2015) and Allen et. al (2017), they reiterate the three-part model of emotive, preservation, and standardized commitment as a powerful structure for comprehending employee relations to the organization. Affective commitment is the central emphasis of employees' affective connection and distinguishing their institutional goals and values which are anchored in elevating job satisfaction, inspiration, and to lessen turnover purpose

(Meyer et. al., 2016). Continuing commitment comes after when an individual gets enough costs of living, and normative commitment, being an asset into influencing co-employees' retentivity, and behaviors (Meyer et. al., 2018). To add up, there are studies that focus on circumstantial factors like management styles, group's customs, and receiving support which helps to enhance and improve various dimensions of organizational commitment (Meyer at. al, 2020; Allen, 2022). Generally speaking, organizational commitment is not just an important indicator of employees' behavior but more of an predictor of institutional success through having impact on their execution and support to the group.

Mentoring teachers is commonly used as a professional development strategy in every institution. Studies from Villar & Strong (2014) and Smith & Ingersoll (2016) sought that successful mentoring relationships affect teachers' teaching performance and capabilities to accept complexities of classroom environment. Mentoring programs cater affective support, promote reflective practices, and intensify teachers' confidence in dealing with their roles and responsibilities (Kraft et al., 2018; Johnson, 2020). Ingersoll et. al. (2014) added that these programs also influence people to cooperate with one another as experienced teachers share their experiences and proficiency to beginners in order for them to have guidance along their profession. As educational trends change over time, mentoring still produce flexible teachers who give impact to students' learning and play a part in contributing to a caring institutional environment.

This intent to explore the precise leadership practices implemented by school administrations when it comes to mentoring teachers and its impact to teachers' devotion to the organization. Along with these dynamics, this study aims to look for perceptions to inform educational leadership approaches also in able to come up to discuss it for effective school governance.

MATERIALS AND METHODS

The study employed descriptive correlational method. It determined how Leadership Practices are significantly influences mentoring and organizational commitment of the teachers. A descriptive survey is a method used to gather detailed and factual information in order to describe existing phenomena. It provides a systematic and factual description of a situation or area of interest. It allows a researcher to carefully describe and understand the behavior. It is use to answer the question "what exist?" (Calmorin L. & Camorin M.,1995). This method identifies the present conditions and needs, it tells what exist and "what is" about a certain phenomenon. This descriptive method serves as a guide to identify, determine and analyze the relationship of school head leadership power and teachers' commitment on-the-job.

To collect all of the data for this research, a survey questionnaire that was adopted and modified was employed and distributed via an online Google Form. In the survey questionnaires it was divided into four components. Part I of the questionnaire covered the respondent's profile including the respondent's name (optional), teaching position, sex, and educational attainment. This was followed by several parts that surveyed the perceptions of the respondents all of which were validated and tested for reliability. The part two questionnaire namely leadership practice was used to determine the level of leadership practices exercised by the school heads in terms Challenge the process, Inspire a shared vision, Enable others to act, Model the way, and Encourage the heart was adopted from the original Leadership Practices Inventory-Observer (LPI-O) developed by Kouzes and Posner. While part three questionnaire focused on the level of organization commitment of the teachers in terms affective commitment, continuance commitment, and normative commitment. Lastly is part four focus on To what extent do teachers describe the mentoring process in their institution when it comes to well being of teachers, professional development opportunities, and support for innovation. In total it was a list of 62 descriptive statements along with a 5-point Likert scale.

The data were treated using mean and standard deviation to describe the parameters set for leadership practices, mentoring of teachers and organizational commitment. As to its inferences, the mediation analysis using process macro of Hayes were analyzed to address the hypotheses set in the study.

RESULT AND DISCUSSION

Table 1 Respondents' Perspective in Leadership Practices, Mentoring Teachers and Organizational Commitment

| Subscales | Mean | SD | Interpretation |
|--|------|------|-----------------|
| Leadership Practice | 4.10 | 1.02 | Often Practiced |
| Challenge Process | 4.02 | 0.95 | Often Practiced |
| Inspired A Shared Vision | 4.01 | 1.04 | Often Practiced |
| Enables other to Act | 4.19 | 1.01 | Often Practiced |
| Model the Way | 4.02 | 1.04 | Often Practiced |
| Encourage the Heart | 4.27 | 1.05 | Often Practiced |
| Mentoring of Teachers | 3.95 | 1.01 | Often Mentored |
| Well-being of Teachers | 3.97 | 0.97 | Often Mentored |
| Professional Development Opportunities | 3.93 | 1.03 | Often Mentored |
| Support for Innovation | 3.94 | 1.04 | Often Mentored |
| Organizational Commitment | 3.77 | 1.02 | Committed |
| Affective | 4.22 | 0.93 | Committed |
| Continuance | 3.67 | 1.01 | Committed |
| Normative | 3.43 | 1.13 | Committed |

Table 1 shows the descriptive result between leadership practices, mentoring teachers, and organizational commitment. In terms of leadership practice, it has an overall mean of 4.10, among five variables such as challenge process, inspired a shared vision, enables others to act, model the way, and encourage the heart. Variable number 5, “encourage the heart,” has the highest mean of 4.27 and a verbal interpretation of often practiced (Calmorin & Calmorin, 2007). As a school leader, it is important to have a positive treatment towards teachers or people inside the school. Providing teachers with appreciation for their contributions, allowing them to show confidence in their abilities, making them feel valued, and celebrating their accomplishments are essential aspects of effective leadership. Leadership is not just about leading and giving commands or instructions but also about considering the welfare of the people under your leadership (Northouse, 2018).

Furthermore, mentoring teachers has an overall mean of 3.95 with a verbal interpretation of often mentored. Under mentoring teachers, it has three variables which are well-being of teachers, professional development and support for innovation. The first variable, ‘well-being of teachers,’ has the highest mean of 3.97 and a verbal interpretation of often mentored. It implies that it is important that teachers had enough time outside of work for personal activities and relaxation. Teachers feel supported by the school administration, given a proper workload and class schedule, and have a good relationship with co-workers. Every opinion and concern is being heard, and teachers always feel comfortable seeking help or support from colleagues and especially from the school head. When teachers are well treated and given importance, it is easier for the school to provide effective and efficient mentoring" (Smith & Jones, 2022).

On the other hand, organizational commitment has also a big impact on a school leader. It has an overall mean of 3.77 with a verbal interpretation of committed. Under organizational commitment, affective, continuance, and normative are the three variables, and variable number 1, ‘affective,’ resulted in the highest mean of 4.22 with a verbal interpretation of committed. If the teachers are satisfied with what they are doing, feel valued, share the same goals as the organization, love their job, and are dedicated to the profession, they will be committed to both teaching and the school leader" (Meyer & Allen, 1997).

Table 2 Mediation Analysis of Mentoring Teachers to the relationship between the Leadership Practices and Organizational Commitment

| Effect | Estimate | SE | 95% Confidence Interval | | t | P |
|----------|----------|-------|-------------------------|-------|--------|-------|
| | | | Lower | Upper | | |
| Direct | -.0290 | .1541 | -.3370 | .2790 | -.1881 | .8514 |
| Indirect | .6667 | .1602 | .3349 | .9789 | | |
| Total | .6377 | .0856 | .4666 | .8089 | 7.4471 | .0000 |

| Effect | Estimate | SE | 95% Confidence Interval | | t | P |
|-----------------------------------|----------|-------|-------------------------|--------|---------|-------|
| | | | Lower | Upper | | |
| Lead Practice --> Mentor Teachers | .8918 | .0607 | .7705 | 1.0131 | 14.6962 | .0000 |
| Lead Practice --> TCommitment | -.0290 | .1541 | -.3370 | .2790 | -.1881 | .8514 |
| Mentor Teachers --> TCommitment | .7476 | .1520 | .4437 | 1.0514 | 4.9183 | .0000 |
| TL --> TM--> JP | .6667 | .1602 | .3349 | .9789 | | |

Table 2 shows the mediating analysis of mentoring teachers to the following relationship between the leadership practice and organizational commitment. The results revealed the significant indirect relationship of leadership practices of the school head and organizational commitment. On the other hand, the direct effect of leadership practices and organizational commitment in mentoring teachers as mediating variables was not found significant ($p = .8514$, $t = -.1881$). Hence, mentoring teachers fully mediated leadership practices and organizational commitment of the school head.

The findings indicating a significant indirect effect of leadership practices of the school head and organizational commitment of the school head it only implies that these two are two factors that will make the school organization successful. The school heads must prioritize the goodness of teachers because they are the backbone of the school community. Once the teacher is in a good-hands they will effectively and efficiently.

Moreover, the direct effect of leadership practices and organizational commitment in mentoring teachers as a mediating variable points to the strong connection between these three factors. As a school leader, you are the builder, driver, and creator of a good and healthy environment within the school organization. When the school head implements effective leadership practices that align with the mission and vision of the school and focuses on improving teacher satisfaction and work conditions, it becomes easier to mentor teachers, leading to progressive outcomes. Good camaraderie between school leaders, teachers, and other school personnel is a powerful tool for effective leadership practices and key to fostering organizational commitment" (Leithwood & Jantzi, 2005; Tschannen-Moran & Hoy, 2001).

CONCLUSION

Based on the findings, Leadership Practices are generally rated high, indicating they are frequently applied, particularly in encouraging the heart and enabling others to act. Mentoring of Teachers also receives high ratings, suggesting that mentoring activities, including professional development and support for innovation, are well-integrated into practice. Organizational Commitment shows a mixed pattern, with high affective commitment but lower levels of continuance and normative commitment. The direct effect of leadership practices on organizational commitment is not statistically significant, suggesting that leadership practices alone do not directly influence organizational commitment. Despite the

lack of a direct effect, the total effect of leadership practices on organizational commitment is significant, indicating that leadership practices do impact organizational commitment through other mechanisms. A significant indirect effect of leadership practices on organizational commitment is observed, suggesting that leadership practices affect organizational commitment through their influence on mentoring. The path from leadership practices to mentoring of teachers is strongly positive, indicating that effective leadership is associated with more substantial mentoring practices. The relationship between mentoring of teachers and organizational commitment is also positive and significant, showing that effective mentoring improves organizational commitment. The mediation effect shows that leadership practices positively influence organizational commitment through their impact on mentoring. In summary, leadership practices enhance organizational commitment indirectly by improving mentoring practices, highlighting the importance of fostering both effective leadership and supportive mentoring environments to strengthen organizational commitment.

Based on the findings, it is recommended that school leaders focus on strengthening their mentoring programs as a strategic approach to enhance organizational commitment. While leadership practices alone do not directly influence organizational commitment, their impact is significant when mediated through effective mentoring. School leaders should prioritize the development and implementation of robust mentoring initiatives that support professional development, innovation, and teacher well-being. By aligning leadership practices with a commitment to comprehensive mentoring, school leaders can foster a more engaged and committed workforce. This approach not only enhances the overall effectiveness of mentoring but also indirectly bolsters organizational commitment, creating a more cohesive and motivated school environment. Investing in both leadership development and mentoring practices will ultimately lead to improved outcomes for both teachers and the broader school community.

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DECLARATION OF CONFLICT

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