THE MEDIATING EFFECT OF AFFECTIVE COMMITMENT ON THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP OF SCHOOL HEADS AND ORGANIZATIONAL CHANGE AMONG PUBLIC ELEMENTARY SCHOOLS

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Abstract:

This study was conducted to determine the significance of the mediation of the emotional commitment of teachers regarding the connection between the transformational leadership of school heads and organizational change among public elementary schools in Magsaysay North and South District, Division of Davao del Sur, Region XI, Philippines. A quantitative, non-experimental research design was used in the study, mediation analysis. There were 315 teachers who responded to the online survey. As statistical tools, mean, Pearson r, and path analysis were employed. Additionally, customized survey forms were utilized for transformational leadership, organizational change, and affective commitment. Results show that the level of transformational leadership of schools and organizational change was very high, while the affective commitment of teachers was high. Data revealed significant relationships between the transformational leadership of school heads and organizational change among schools. Data also showed that teachers' affective commitment is significantly related to the overall organizational change among schools. In contrary, Change-oriented leadership has no significant connection with teachers' emotional commitment. Further, teachers' affective commitment has a substantial full mediating influence on the connection between transformative management of school heads and organizational change among public elementary schools.

Keywords: educational management, mediation analysis, transformational leadership, organizational change, affective commitment, teachers, Philippines

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1. Introduction

Opposition to organizational change among teachers reduces the speed of educational reform implementation. It was believed that resistance is typically the willful opposition which must be overcome among teachers. These teachers actively pursue undermining organizational change. They resist any changes that might threaten them, use their political clout to maintain their comfortable lifestyle, and resist change. They are the most outspoken and conventionally strong teachers who have usually labelled the bane of school administrators' lives (Beycioglu & Kondakci, 2021; Snyder, 2017). Some teachers are resistant to organizational change in terms of integrating technology into teaching. They demonstrate resistance to and a lack of excitement for the technology. There are educators who still show resistance to incorporating computers into their daily routines. This is the reason why research-based strategies have been formulated to promote change readiness and steps to overcome resistance are provided (Dusic, 2018; Varank & Tozoglu, 2018; Zimmerman, 2016).

Relative to this, organizational change among schools is important. Organizational change has an impact on every employee like teachers at the individual and team levels. Therefore, it is crucial for teachers in order to efficiently manage any organizational transformation. Managing an effective organizational transition can boost the spirits of teachers and encourage productive team-building and professional growth. These elements have a direct, favorable impact on both output and quality of work. Further, using organizational change management effectively enables the school to encourage times of transition and sustain a continual state of growth, allowing teachers to remain inspired and productive while implementing new practices or technology. Thus, change is crucial for any school due to the fact that without modification, a school wouldn't maintain their competitive edge and wouldn't fulfill the ever-changing needs of the learners in general (Michigan State University, 2019; Richards, 2019).

Given the importance of organizational change, the researcher reviewed literatures that revealed the relationships among affective commitment, transformational leadership, and organizational change. It was identified that organizational commitment as a necessity for the successful implementation of a shift in the organization. When executing organizational change, change managers rely on employee engagement, yet that commitment may decline as a result of the change (Visagie & Steyn, 2011). Further, transformational leadership is a factor in attaining organizational change. Transformational leadership can attempt to sway rather substantial change inside organizations (Northouse, 2016; Reynolds, 2015). Also, numerous studies (Bass & Riggio, 2006; Farahani et al., 2011; Meyer et al., 2002), have discovered that affective commitment is positively impacted by transformational leadership.

Additionally, the researcher is unaware of any studies on the mediating impact of affective commitment on the connection between the transformational leadership of school heads and organizational change among elementary schools that are in public

local settings. It is given this situation, the researcher was attempting to ascertain whether the affective commitment has a mediating influence on the relationship between the transformational leadership of school administrators and organizational change among public schools, schools in Magsaysay North and South District. Although there are already existing literatures on the relationship between and among organizational transformation, leadership change, and emotional commitment, those researches only utilized bivariate data relationships and omitted from the interrelationships between and among the three variables in a single study. Only a few of these researchers were conducted in educational settings. Three factors were studied in this study, although only one was used as the mediating consequently, this research adds to our understanding of the construct. Further, it was deemed that this study can express concerns to the study's intended audience and potentially create action plans to improve affective commitment, transformational leadership of school heads and organizational change among schools, the necessity of conducting this research.

The focus of the investigation is to determine the importance of the mediation of the emotional commitment of teachers regarding the connection between the transformational leadership of school heads and organizational change among public elementary schools in Magsaysay North and South District. Moreover, it has the pursuing aims:

1. To quantify the degree of the transformational direction of school leaders in relation   to:

    1.1 Charisma,

    1.2 Social,

    1.3 Vision,

    1.4 Transactional,

    1.5 Delegation, and

    1.6 Execution.

2. In order to evaluate the organizational change among schools in relation to:

    2.1 Discrepancy,

    2.2 Appropriateness,

    2.3 Efficacy,

    2.4 Principal support, and

    2.5 Valence.

3. To quantify the degree of affective commitment of teachers.

4. To ascertain the significance of the relationship between:

    4.1 change-oriented leadership of school heads and affective
    commitment of teachers;

    4.2 affective commitment of teachers and organizational change
    among schools; and

    4.3 school administrators' revolutionary leadership organizational
change among schools.

5. To determine the significance of the mediation of emotional commitment to teachers regarding the connection between the transformational leadership of school heads and organizational change among schools.

2. Literature Review

Readings from the connected literature, including various books, journals, articles, and internet content by various authors that are pertinent to the current study project are presented in this part. The study's focus is on organizational transformation, leadership change, and affective commitment.

Change-oriented leadership of school heads as indicated by Clark (2011) will be taken into account when choosing or selecting the indicators that were employed in the study. The following warning signs include *charisma, social, vision, transactional, delegation,* and *execution*. These indicators will serve as the criteria for calculating the independent variable's value. As opposed to that, the organizational change as demonstrated by Armenakis et al. (2014) will be taken into account when choosing or selecting the indicators that were employed in the study. The following warning signs include *disparity, suitability, effectiveness, major support, and valence*. These indicators will serve as the inputs for calculating the dependent variable's parameters. Moreover, affective commitment as demonstrated by Jaros (2007) will be used in the study. This will serve as the parameter in measuring the mediating variable.

2.1 Transformational Leadership

One of the most extensively researched leadership philosophies is transformational leadership It has been acknowledged as an effective technique to handle interpersonal conflicts within organizations and improve performance. In particular, the literature on transformational leadership has shown its benefits for a variety of organizational outcomes, including enhanced management performance at staff and team levels. Improvements in employee attitudes, such as work satisfaction and organizational commitment, as well as a decline in unfavorable outcomes, such as plans for turnover and burnout, are also linked to transformational leadership (Ali et al., 2020; Farahnak et al., 2020).

In addition, change-oriented leadership is pertaining to a leader's capacity to encourage and inspire subordinates to go beyond their own desires to become a member of the organizational goals and objectives. Leadership that is transformational is a procedure that, in large part, affects alterations in attitudes behavior among staff members and increases their dedication to the mission and objectives. Transformational leadership has been identified as a fundamental factor that influences organizational change, which can be quantified in four dimensions, including idealized influence, motivation from inspiration, intellectual stimulation and individualized consideration (Dung & Hai, 2020; Luu & Phan, 2020).

Also, transformational leaders are those who organize their teams to change their organizations, in part by encouraging followers to think beyond their own interests and to align themselves with the mission and vision of the business. Meetings that are highly participative and interactive between all team members are essential. Visions are developed, the consensus is established, plans are debated, and potential obstacles are investigated through these interactions, which boost team members' commitment and responsibility. Leaders have an impact on the process by encouraging intellectual arousal, igniting motivation, and taking into account each member's demands (Harb & Sidani, 2019; Grin et al., 2018).

Furthermore, comparing transformational leadership to transactional leadership, when leaders approach followers with the intention of exchanging one thing for another, allows us to better understand the influence that transformational leadership has on members of an organization. Transformational leader inspires their followers to change by making an emotional and value-based appeal. The improvement of the group or organization is what transformational leadership focuses on more than self-actualization. Consequently, a variety of possible advantages can be derived from transformative leadership approaches. Transformational leadership techniques can result in strategic organizational change at the organizational level. Additionally, perceptions of transformational behaviors have been demonstrated to increase staff satisfaction and reduce stress and burnout (Alrowwad & Abualoush, 2020; Cho et al., 2019).

Additionally, a positive, compelling future vision, role-modeling idealized behaviors in pursuit of this vision, displaying individualized consideration, and providing intellectual stimulation are all examples of transformational leadership that go above and beyond transactional behaviors such as rewarding employees to motivate them. Transformative leaders give direction around a shared mission by articulating a compelling future vision. This helps team members work toward common objectives and maintain commitment throughout unclear, challenging tasks. Additionally, transformational leaders set high standards that inspire staff to challenge the status quo, take calculated risks, and prioritize particularly creative work. Last but not least, cognitive engagement is achieved by transformational leaders by having their staff contribute and assess original ideas. (Watts et al. 2017; Watts et al., 2020).

The first indicator is *charisma* in which the best leaders serve as examples for others by demonstrating genuine commitment, faith, and respect for them to others (Clark, 2011). Leadership that is charismatic enhances organizational performance. A range of behaviors meant to convey might be described as charisma (Maran et al., 2019; Maran et al., 2021).

Particularly, nonverbal behavior is a key component of effective business communication (Bonaccio et al., 2016), more so when in charge of others (van Knippenberg & van Kleef, 2016). For instance, followers place a lot of emphasis on facial features (Antonakis & Eubanks, 2017) or very expressive nonverbal cues (Trichas et al., 2017) when forming an opinion about a leader. To sum up, the charismatic aura that

surrounds exceptional leaders may be created by the use of an unusually wide range of signals, and crucially, followers are tuned to recognize and incorporate such cues when determining who might be the most capable and thus most likely to emerge and gain acceptance as a leader (Grabo et al., 2017). This could explain why followers are more likely to follow a leader whom they perceive as charismatic, and why charismatic leadership is the most effective style of leadership in organizations (Banks et al., 2017).

The second indicator is *social* in which a leader helps by coaching and mentoring others, you can help them learn. They, enable people to realize their greatest potential, and establish demanding situations while others experience difficulty, they are willing to sympathize with them and offer guidance (Clark, 2011). To engage and communicate with others, both verbally and nonverbally, people employ social skills. Social skills are defined in Goleman's theory as our capacity to be visionary leaders, influence and develop others, effectively communicate, be a change catalyst, manage conflict, forge relationships, work in teams, and collaborate (Botelho, 2021; Nguyen et al., 2021).

The third indicator is *vision* in which the leader offers difficult visions and helps get people to comprehend them will inspire them to participate. (Clark, 2011). Relative to this, educational leaders must be capable of thinking and creating a future vision for education in the context of the fourth industrial revolution. One of the leadership models that school principals might employ in the face of technological advances occurring in the field of education is the idea of visionary leadership. In the face of calls for change and the ideality of education in an era of rapid technological growth, principals with a vision for the future can be valuable assets. It was explained that principals must follow one of the tenets of 21st-century leadership, which is that a leader must craft a compelling vision, in order to successfully run their schools. (Prestiadi et al., 2019; Usman, 2020).

The fourth indicator is *transactional* in which the leader ensures the use of mutual understanding so that others know what you expect of them. As well, they make sure that in case of poor performance, they take action to prevent it from affecting the team's morale. (Clark, 2011). According to Kohlberg's pre-conventional moral thinking, which is motivated by self-interest, or conventional moral reasoning, which heavily relies on laws and rule-following, transactional leaders are also stated to emphasize obedience and use an avoidance strategy with a focus on procedural fairness. Further, it has also been noted that transactional leaders tend to use a relatively small number of information sources and different courses of action while making decisions. Also, when making moral decisions, transactional leaders consider structural features (Berkovich & Eyal, 2021; Budur & Demir, 2019).

The fifth indicator is *delegation* which refers to the ability to accomplish things, and give them both the task and the authority to do it. (Clark, 2011). Further, defining delegation as leaders' willingness to delegate authority to subordinates so they can perform specific tasks and have access to the necessary resources. Delegation is a crucial component of the leadership method practiced by leaders. The more delegation there is within a company, the less micromanagement is used. Likewise, the organizational

process of transferring power from a supervisor to a subordinate is called delegation. (Akinfolarin, 2017; Dung & Hai, 2020; Nkiruka et al., 2021).

The last indicator is *execution* in which a leader does, as a wise steward of the resources available to the department, assigns as many tasks as he can with the authority to complete them, and follow up to make sure everything is running smoothly and we are not wasting time (Clark, 2011). Further, Execution leadership is the ability to do a task, carry out a procedure, or carry out a project while having a strategic attitude. Meeting goals for long-term organizational performance may depend on having good skills in this area (International Institute for Management Development, 2022).

2.2 Organizational Change

Life involves a change in many aspects. Economic, social, cultural, political, societal, and technological developments are all part of the epoch in which we now live. Also undergoing transformation are organizations. Organizations work hard to help, solve issues, and adjust to changes because of this. To successfully implement change, appropriate methodologies and tactics must be used. Additionally, managers and leaders should be well-versed in handling change (Helvaci, & Cavdar, 2017; Helvaci & Kilicoglu, 2018).

Further, every organization goes through on-going change and understanding how they do so offer insight into the procedure. The area of management theory known as organizational change focuses on the stages that businesses go through as they develop. Both short-term and long-term changes can be affected by the organizational change theory's tenets. When you are aware of the broad characteristics of the many organizational change stages, you can implement tactics that are suitable for your own unique situation in the stage you are presently navigating. (Gartenstein, 2019; Wentzel, 2019).

Educational institutions, school systems, or schools are under pressure to reform in this era of profound change. A school, which is viewed as an open system in general, has a more unstable structure and is vulnerable to pressures for internal and external reform. Organizational change in schools refers to any modification, advancement, enhancement, reorganization, or adjustment of the procedures or subjects covered by the educational system. It was also highlighted that these programs and processes for educational change aim to influence how students learn and teachers educate in our classrooms. The goal of changing school structure is to plan for innovation while taking internal and external change factors into consideration, not to strive to solve every problem that schools face (Beycioglu & Kondakci, 2020; Edosomwan & Nwanzu, 2021).

The first indicator of organizational change is *discrepancy*. Discrepancy relates to the idea that the organization's actual state and ideal state are very different from one another, and that a change is therefore necessary. Further, the use of the medical metaphor can significantly influence research. Change initiatives developed based on incorrect diagnoses are unlikely to be successful, just as it is unlikely that a disease can

be cured if diagnosed incorrectly. Organizational diagnosis consists of recognizing problem symptoms (unacceptable profits, high employee turnover and absenteeism) and identifying the root causes of these symptoms. Organizational change efforts are initiated because change agents feel there is a need for change, which we label as discrepancy, which is reflected in the gap between the organization's current state and its ideal or hoped for the state. The belief that a discrepancy exists is necessary for change recipients to psychologically embrace a change; otherwise, suggested adjustments are perceived as arbitrary and non-rational. Consequently, a precise and effective diagnosis is essential (Hussain et al., 2018; Stouten et al., 2018).

The second indicator is *appropriateness*. A change that is appropriate for the circumstances is one that is specifically intended to address a discrepancy. Change agents must first decide whether change is necessary before selecting what sort of change to implement. The best course of action should ideally be the focus of attempts to determine the nature of the change, but we are aware that decision-makers frequently must make political compromises or may even have reasonable disagreements about the best path of action. However, change beneficiaries must also think that whatever change is chosen to be made is necessary to address the organization's problems at their source. (Hussain et al., 2018; Stouten et al., 2018).

The third indicator is *efficacy*. Efficacy is the conviction that a change can be successfully implemented by the organization and the change recipient. The diagnosis can also be used to mold beliefs about efficacy. For instance, we measured collective efficacy by adding a sub-scale to the diagnostic tool to collect participant perceptions about how challenging it would be to implement improvements for particular gaps. By evaluating this as part of an organizational diagnosis, change agents can start the smaller, easier changes that the recipients identified, achieve what we have referred to as "small wins," as well as what others have called "low-hanging fruit," and then gain momentum for the bigger, more difficult changes (Hussain et al., 2018; Stouten et al., 2018).

Efficacy in the context of organizational change can be described as the perceived ability to carry out the change endeavor. According to research, people tend to avoid undertaking tasks they feel are beyond their capacity for coping. People, on the other hand, will engage in and carry out those that they believe they are capable of. Employees must therefore feel confident that they can adopt the new behaviors demanded by the change program. If not, a change initiative's results could not be as positive as anticipated. Further, researchers provided recent evidence in favor of effectiveness's role in organizational change. For instance, A study confirmed that self-efficacy has a favorable impact on how well people adjust to organizational change (Amiot et al., 2016; McGuire & Hutchins, 2016).

The fourth indicator is *principal support*. The main driver of support for a change is the conviction that official leaders (vertical change agents) in an organization are dedicated to its success and that it won't just be another trendy trend or program of the

week. In addition, we identify opinion leaders as principals who can act as horizontal change agents (Hussain et al., 2018; Stouten et al., 2018).

Relatively, the social learning theory of Albert Bandura in the year 1986 posited individuals are able to discern organizational support through their personal networks. Principal support refers to the backing provided by opinion leaders and change agents. The global level, which is the highest in the organization, may be referred to as a change agent, or the local change agent - the immediate supervisor. Further, "walking the talk" is a phrase frequently used to describe this support. It was labelled that this is behavioral integrity, or the congruence or discordance between words and deeds. A study of social media accounts provided evidence of the significance of the explanations change agents use to explain the gap and support the change initiative. Therefore, change recipients will examine a change agent's moral character for the consistency of their words and deeds (Ahn et al., 2020; Bies, 2017).

The last indicator is *valence.* Valence expresses the conviction that the change will be advantageous to the recipient; they will gain something from it. The ability of change recipients to actively participate in change efforts increases both valences by allowing them to help implement challenges they encounter and efficacy by allowing them to choose improvements they believe they can complete. These advantages of involving change recipients in change initiatives are most evident in the "work out" process, in which a group of employees is given the authority to assess problems they directly deal with and provide solutions (Hussain et al., 2018; Stouten et al., 2018).

Also, the idea that we refer to as valence was the research work on motivation and emphasizes the allure connected to the desired change's outcome. Valence can be segmented into Internal and external categories. Extrinsic valence describes the benefits or advantages obtained from implementing the new behaviours. Gain-sharing programs and other incentive systems help to increase the perceived advantages of the change initiative. Furthermore, as pointed out, an organizational change might also provide about intrinsic benefits. Morse and Reimer discovered that higher-order need satisfaction rose as a result of an organizational change that gave operative workers more discretion over their decision-making such as the need for self-actualization is fundamental. It was stressed that inherent valence is important in efforts to alter organizations. We, therefore, believed that including both extrinsic and intrinsic valence would be beneficial based on the studies on valence. This part emphasizes how crucial it is for change agents to attend to the individual requirements of change recipients (Bullock et al., 2021; Morse & Reimer, 2016).

2.3 Affective Commitment

The school organizational commitment of teachers is very important for achieving school effectiveness which in turn influences students' learning outcomes. Additionally, teachers' organizational commitment plays an essential role in establishing a unified effort within a school organization. Thus, it is necessary for every individual in the school

organization to build up efforts in supporting the augmentation of teachers' commitment towards the school organization. Herewith, this will allow the school organization to come across impending organizational challenges and concurrently maintain the organizational commitment of teachers (Ahad et al., 2021; Bernaldez, 2016; Purwanto, 2020).

In conjunction, every organization needs good leadership to achieve success in organizational commitment. Studies found out that teachers trust school leaders if they possess effective management, reliability, consistency, openness, respect, and integrity which constitutes ethical leadership. These actions will probably motivate educators to devote themselves to their professions more (Halim et al., 2021; Obiekwe & Ezeugbor, 2019).

In parallel, the commitment of the people inside the organization directly impacts their job performance. In order to nurture a high level of commitment of the organizational members, every leader should reassure participative decision-making, treat organizational members with respect, and show fairness and a caring attitude towards them. As organizational leaders display ethical leadership, there will be an increased employee loyalty to the company (Al-Refaei et al., 2019; Lee et al., 2018).

Furthermore, the level of organizational commitment is defined as workers recognize a certain organization and its objectives and desires to sustain organizational attachment. Additionally, it was argued that commitments comprise 'behavioral terms' that refer to what actions a commitment entails. In particular, these words can use the type of local and independent behavior. A focal behavior is one accepted to be indispensable to the idea of commitment to a specific target, such that each of the three outlooks ought to anticipate this behavior. It is the behavior to which a person is bound by his or her dedication. For instance, for organizational commitment, the focal behavior is speculated to be keeping up organizational attachment. Conversely, discretionary behaviors are 'optional', as in the organizational members have some adaptability in characterizing the behavioral terms of their commitment (Baek, 2020; Baek et al., 2018).

Relatively, a three-part commitment framework was established by Meyer and Allen who perhaps governs research regarding organizational commitment (Jaros, 2007; Meyer, Stanley, Herscovitch & Topolnytsky, 2012; Meyer & Herscovitch, 2011). This model suggests that three domains of organizational commitment which are experienced by the organizational members, namely; affective, normative, and persistence.

In particular, emotional commitment is the emotional connection of the people to the organization and a conviction in its values. This domain reveals commitment based on emotional connections the workers cultivate with the organization principally through helpful job experiences (Ahmad et al., 2020; Ribeiro et al., 2018).

Employees' identification with their organizations, emotional connection to their organizations, and care for and embrace their organizations' goals and values are all examples of affective commitment. Affective commitment is also a crucial part of organizational commitment. A worker who feels more positively about his or her

organization and enjoys being a part of it has a higher sense of affective commitment. When an individual has a high emotional commitment, they continue to work for the company. Affective commitment is recognized as the most significant organizational commitment component in this regard. A key role in fostering affective commitment is played by administrator and colleague support, fair treatment, and the value placed on an employee's contributions to both the employee and the business. Further, employee effort is increased through affective commitment. In addition to motivating a person to work hard to achieve the goals of his or her organization, affective commitment also gives that person the freedom to act in ways that go beyond what is expected of them. According to research, affective commitment improves performance, work satisfaction, well-being, and organizational citizenship behaviors in employees while lowering absenteeism and employee turnover (Akar, 2018; Berkovich & Bogler, 2021).

2.4 Correlation between Measures

Studies revealed the relationships among affective commitment, transformational leadership and organizational change. It was identified that organizational commitment as a necessity for the successful implementation of a shift in an organization. When executing organizational change, change managers depend on employee commitment, yet that commitment may decline as a result of the change. Specifically, findings showed a favorable correlation between affective and normative commitments and valence in both the individual and the organization (Visagie & Steyn, 2011).

Further, an individual's commitment to change can be described as an attitude toward change and as "*a force (mind-set) that binds them to a course of action thought to be necessary for the effective execution of a change project*" (Herscovitch & Meyer, 2002). The three-part model of commitment to change in the workplace includes affective commitment (AC), which expresses a desire to support a particular change, continuance commitment (CC), which expresses a knowledge of the costs of resisting a particular change, and normative commitment (NC), which expresses a sense of duty to be supportive (Herscovitch & Meyer, 2002). This model indicates how well-aligned the change employees are, as well as how willing they are to support it and contribute to its effective implementation (Herold et al., 2007). The commitment to change model offers a thorough framework for comprehending the nuanced psychological reactions of employees to a particular change (Chen & Wang, 2007).

Also, the outcomes of other studies have also demonstrated that, in diverse samples, affective commitment in the organization was positively correlated with transformational leadership (Bono & Judge, 2003; Dumdum et al., 2002; Gyensare et al., 2016; Mañas- Rodríguez et al., 2020; Stinglhamber et al., 2015). The identification and attachment to the leader, as per Braun et al. (2013), leads to improved affective commitment in the adherents. Popper, Ori and Ury (1992) argued the amazing influence transformative leaders have on followers and their ability to win their loyalty. A transformational leader changes and gives purpose to the team members, which supports

the affective commitment. Thus, transformational leadership affective commitment (Bass & Riggio, 2006; Kane & Tremble, 2000; Meyer et al., 2002; Penley & Gould, 1988).

Relatively, the connection between transformational and organizational commitment is explained by social exchange theory (Blau, 1964; Gouldner, 1960; Leroy et al., 2012). Leaders must adopt behaviors that go beyond the exchange of money when they want their followers to commit to the organization. The needs and personal growth of their followers are prioritized, and transformational leaders push their team members to go above and beyond what is expected of them (Bass, 1985). They also stress the significance of showing team members that they are valued and appreciated (Stone et al., 2004). As a result, followers have respect for, trust in, and admiration for transformational leaders (Yulk, 2010). To put it another way, exceptional leaders change their teams by boosting engagement and motivation and giving them the tools, they need to succeed (Yulk, 2010).

Additionally, organizational change can be attained through transformational leadership. The goal of transformational leadership is to influence companies to make significant changes. Those who have worked with organizational change acknowledge the importance of having transformational leaders within their organization. As the name suggests, transformational leadership entails altering and transforming others. Without a doubt, businesses can alter by shifting their workforce. In fact, studies have shown how transformative leaders influence organizations (Northouse, 2016; Reynolds, 2015).

Based on the aforementioned literature, it can be concluded that transformational leadership is a crucial area for improvement in education. A number of organizational outcomes have been shown to benefit from transformational leadership, according to the literature. This involves charisma, in which a leader serves as an example by demonstrating genuine devotion, trust, and respect for others. Through coaching and mentoring, a leader in social situations aids others in learning. To inspire followers to engage in, the leader presents difficult visions and aids in their comprehension. By using mutual agreement, the leader in transactional ensures that others know what is expected of them. Leaders have the power to delegate both the work and the authority to accomplish goals. Finally, a leader does assign as many jobs as they can with the power to do them during execution.

Additionally, a school will undergo organizational change, which is defined as discrepancy and refers to the notion that a change is required. Similar to the appropriateness, appropriateness expresses the conviction that a certain change intended to address a disparity is the right one for the circumstance. Efficacy also refers to the conviction that the organization and the change recipient can successfully implement a change. Additionally, the conviction that official leaders (vertical change agents) in an organization are dedicated to the achievement of a change serves as the main source of support. Last but not least, valence conveys the conviction that the change beneficiary will benefit from it. The affective commitment of the people to the organization and their belief in its values constitutes another factor. Studies also showed connections between

organizational change, transformational leadership, and affective commitment. Previous research has demonstrated the interrelationships between these variables. Additionally, by presenting and discussing several pieces of literature, the study's key variables—transformational leadership, affective commitment, and organizational change—have been brought into a sharper perspective. These provided evidence in support of the study's outcomes and conclusions.

3. Methodology

This chapter presents the discussions on the research design, the research locale, the population and sample, the research instrument, the statistical techniques, data gathering, and moral considerations that influence the mediator variable, which then affects the dependent variable, as opposed to assuming a straight causal relationship between the independent variable and the dependent variable. As a result, the mediator variable helps to shed light on the specifics of the relationship between the independent and dependent variables. In other words, mediating relationships exist when a third variable significantly influences how the other two variables are related (MacKinnon, 2008).

4. Results and Discussion

4.1 Level of Transformational Leadership of School Heads
Table 1 displays information on the degree of transformational leadership of school heads. Calculations produced an extremely high grand mean of 4.76 and a standard deviation of 0.174, indicating that school heads' transformational leadership is always manifested.

Data indicate that the area of transformational leadership of school heads that produced the greatest mean score, as shown in Table 1, is social, with a mean rating of 4.96 or extremely high and a standard deviation of 0.20, indicating that it is always displayed. Further, *vision* is the second-highest domain, always manifested, with a mean score of 4.95, or very high, and a standard deviation of 0.21. The other domains such as *charisma, transactional, delegation,* and *execution* gained a relatively high mean score of 4.66 with standard deviations of 0.20, 0.18, 0.20, and 0.18, respectively. This further means that school heads' charisma, transactional, delegation, and execution leadership practices are always manifested.

4.2 Level of Organizational Change among Public Elementary Schools
The second objective of this study was to ascertain the degree of organizational change among schools, it was evaluated using the following indicators: discrepancy, appropriateness, efficacy, principal support, and valence. Table 2 shows data on the degree of organizational change among public elementary schools. Calculations

produced a grand mean of 4.64, which is extremely high, and a standard deviation of 0.19, which shows that organizational change among schools is constantly evident.

Table 1: Level of Transformational Leadership of School Heads

Indicators	SD	Mean	Descriptive Level
Charisma	0.20	4.66	Very High
Social	0.20	4.96	Very High
Vision	0.21	4.95	Very High
Transactional	0.18	4.66	Very High
Delegation	0.20	4.66	Very High
Execution	0.18	4.66	Very High
Overall	**0.17**	**4.76**	**Very High**

This outcome reveals the organizational change among schools that produced the greatest mean score, as indicated in Table 2, is *appropriateness*, having an extremely high mean rating of 4.92 and a standard deviation of 0.25, it is always manifested. Also, the third-highest domain is *efficacy*, having a mean score of 4.90, which is extremely high, and a standard deviation of 0.28, it is always manifested. The fourth highest domain is a *discrepancy* with a relatively high mean score of 4.56 and a standard deviation of 0.18. This is followed by *valence* with a very high mean of 4.53 and a standard deviation of 0.25. *Principal support* was the lowest domain, albeit still extremely high, increased to a mean score of 4.30 and a standard deviation of 0.15. The very high level of discrepancy, valence, and principal support means that they are always manifested.

Table 2: Level of Organizational Change among Public Elementary Schools

Indicators	SD	Mean	Descriptive Level
Discrepancy	0.18	4.56	Very High
Appropriateness	0.25	4.92	Very High
Efficacy	0.28	4.90	Very High
Principal Support	0.15	4.30	Very High
Valence	0.25	4.53	Very High
Overall	**0.19**	**4.64**	**Very High**

4.3 Level of Affective Commitment of Teachers

The third objective of this study was to ascertain the level of affective commitment. Table 3 displays information on the degree of affective commitment of teachers. Data shows that teachers' affective commitment gets an overall with a standard deviation of 0.29 and a mean of 4.11 or high. This means that the affective commitment of teachers is often manifested.

The following elements of instructors' affective commitment are listed from strongest to lowest as a result. The three highest ratings were 4.19 or high for feeling "part of the family" at the school organization, 4.19 or high for being really happy to spend the rest of my career with this school organization, and 4.13 or high for having a "strong"

sense of belonging to this school organization. The two lowest scores were 3.98 or high for feeling "emotionally tied" to this school organization and 4.06 or high for liking discussing the school organization with individuals outside of it.

Table 3: Level of Affective Commitment of Teachers

Items	SD	Mean	Descriptive Level
Being very happy to spend the rest of my career with this school organization	0.45	4.19	High
Enjoying discussing about the school organization with people outside it	0.33	4.06	High
Feeling like 'part of the family' at the school organization	0.41	4.19	High
Feeling 'emotionally attached' to this school organization	0.50	3.98	High
Feeling a 'strong' sense of belonging to this school organization	0.35	4.13	High
Overall	**0.29**	**4.11**	**High**

4.4 Significance of the Relationship between Transformational Leadership of School Heads and Organizational Change among Public Elementary Schools

Determining if transformational leadership has a substantial association with organizational change was one of the study's key goals among public elementary schools. In Table 4, the computations' outcomes are displayed. The overall r-value on the correlation between the degree of organizational change among schools and the level of transformational leadership among school heads is 0.526, as shown in the table, with a significance level of 0.05. This indicates that there is a significant relationship between the transformational leadership of school heads and organizational change. Hence, the null hypothesis is rejected.

Table 4.1: Significance of the Relationship Between Transformational Leadership of School Heads and Organizational Change among Public Elementary Schools

Transformational Leadership	Organizational Change					
	Discrepancy	Appropriateness	Efficacy	Principal Support	Valence	Overall
Charisma	.511* (0.000)	.271* (0.000)	.254* (0.000)	.266* (0.000)	.244* (0.000)	**.342*** **(0.000)**
Social	.669* (0.000)	.583* (0.000)	.564* (0.000)	.397* (0.000)	.481* (0.000)	**.637*** **(0.000)**
Vision	.677* (0.000)	.596* (0.000)	.577* (0.000)	.398* (0.000)	.522* (0.000)	**.658*** **(0.000)**
Transactional	.520* (0.000)	.269* (0.000)	.331* (0.000)	.320* (0.000)	.230* (0.000)	**.376*** **(0.000)**
Delegation	.526* (0.000)	.317* (0.000)	.303* (0.000)	.329* (0.000)	.234* (0.000)	**.385*** **(0.000)**
Execution	.504*	.320*	.347*	.312*	.285*	**.405***

	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	**(0.000)**
Overall	**.626*** (0.000)	**.444*** (0.000)	**.446*** (0.000)	**.369*** (0.000)	**.377*** (0.000)	**.526*** (0.000)

*Significant at 0.05 significance level.

Further, when the domains of transformational leadership of school heads in terms of *charisma, social, vision, transactional, delegation,* and *execution* had a relationship with the organizational change among schools, the computation produced the r-values of 0.342, 0.637, 0.658, 0.376, 0.385, and 0.405, with p-values of less than 0.05 in each case. These values are all significant. These elements significantly influence the overall organizational change among public elementary schools.

Table 4.2: Significance of the Relationship between Transformational Leadership of School Heads and Affective Commitment of Teachers among Public Elementary Schools

Transformational Leadership	Affective Commitment
Charisma	.005 (0.933)
Social	.149* (0.008)
Vision	.110 (0.051)
Transactional	.047 (0.402)
Delegation	.068 (0.231)
Execution	.098 (0.084)
Overall	.090 (0.110)

*Significant at 0.05 significance level.

4.5 Significance of the Relationship between Affective Commitment of Teachers and Organizational Change among Public Elementary Schools

Additionally, this study sought to ascertain whether or not affective commitment has a key connection to organizational change among schools. Table 6 displays the computations' outcomes. As displayed in the table, the association between the degree of affective commitment of teachers and the level of organizational change among schools is 0.224 with $p < 0.05$, which means that the affective commitment of teachers is significantly associated with schools' organizational change. Consequently, the null hypothesis is disproved. In addition, when the overall affective commitment of teachers was correlated to each domain of organizational change, The computation produced significant findings with r-values of 0.175, 0.132, 0.201, 0.228, and 0.193, respectively, all with p-values less than 0.05.

Table 4.3: Significance of the Relationship between Affective Commitment
of Teachers and Organizational Change among Public Elementary Schools

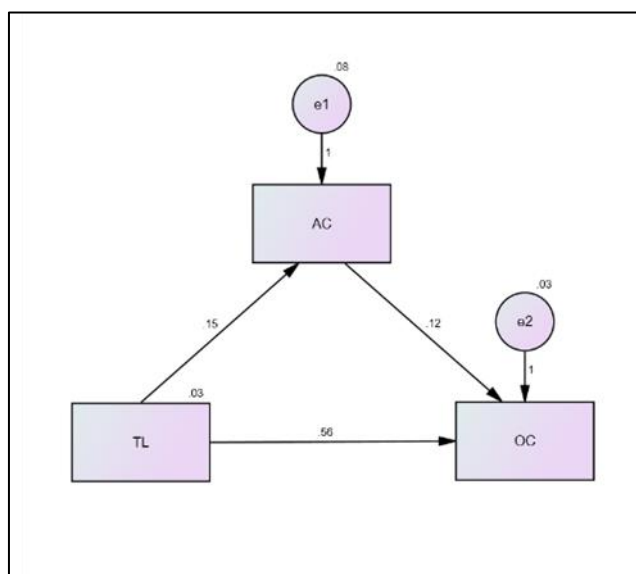| Affective Commitment	Organizational Change					
	Discrepancy	Appropriateness	Efficacy	Principal Support	Valence	Overall
Overall	.175* (0.002)	.132* (0.019)	.201* (0.000)	.288* (0.000)	.193* (0.001)	**.224* (0.000)**

*Significant at 0.05 significance level.

Table 5: *Si*gnificance of the Mediation of Affective Commitment of Teachers on the Relationship between the Transformational Leadership of School Heads and Organizational Change among Public Result: Full Mediation (Since only TL (X) and OC (Y) is not significant)

PATH	Estimates		SE	C.R.	P
	Unstandardized	Standardized			
TL OC →	.148	.090	.092	1.604	.109
AC OC →	.119	.178	.031	3.779	***
TL AC →	.558	.510	.052	10.824	***

X = Transformational Leadership
Y = Organizational Change
M = Affective Commitment

Figure 3: Model Fit on the Significance of the Mediation of Affective Commitment of Teachers on the Relationship between the Transformational Leadership of School Heads and Organizational Change among Public Elementary Schools

    The respondents gave the transformational leadership of school heads a very high rating on the items about transformational leadership. Transformational leadership in terms of charisma, social, transactional, delegative, and operational skills leadership is demonstrated by school administrators. Data showed that teachers can effectively convey their thoughts and visions for professional activities. This corroborated Prestiadi et al. (2019)'s assertion that effective leaders set ambitious goals and aid followers in

understanding them so they are inspired to join. Principals in schools are visionary leaders who successfully guide their institutions.

Also, the data showed that school administrators delegate tasks by letting teachers and students work individually and collaboratively to accomplish their academic goals. They also do ongoing observation, coaching, and feedback to guarantee that both teachers and students perform effectively in the classroom. Additionally, this supported the findings of Botelho (2021), which stressed the value of leadership coaching and mentoring. To enable everyone in the organization to realize their full potential, they create difficult situations.

The organizational change among public elementary schools is very high due to the respondents' extremely high ratings on the domains' discrepancy, appropriateness, effectiveness, principal support, and valence. This implies that schools believe there is a need to change the teachers do things in school. People inside the school deem that improving the way the schools are operated and performed is necessary. Hence, it is appropriate to implement organizational change in the school as it positively affects its general operations and improves current school situations. Favorably, teachers are perceived to have the capability to successfully implement organizational change in school by successfully performing their job duties. School heads are also supporting these capabilities needed for the implementation of change. School heads constantly encourage teachers to embrace changes. Subsequently, implementing these organizational changes has benefited teachers in their teaching job careers.

This is consistent with research on statements made by several authors (Bartunek et al., 2016, Bies, 2017, Pettigrew, 2017, Rafferty & Griffin, 2016), according to which employees must feel that change is both required and warranted. Additionally, some authors (Blickem et al., 2018; Franken et al., 2021) explained that effective organizational change could be achieved if people within the organization show an understanding of the significance of recognizing the distinctive characteristics of an organizational situation in order to match the situation with the proper corrective action.

Additionally, it has been noted by several researchers (Amiot et al., 2016; McGuire & Hutchins, 2016) that efficacy—defined as the perceived ability to carry out the change initiative—is crucial in the context of organizational transformation. Employees must therefore have confidence in their ability to adopt the new behaviors required by the change program. Studies (Ahn et al., 2020; Bies, 2017) have also noted the importance of main support for change. Additionally, according to other researchers (Bullock et al., 2021; Morse & Reimer, 2016), employees may find the change's perceived outcome to be desirable, resulting in both extrinsic and intrinsic benefits.

The high level of teachers' affective commitment is as a result of the respondents' high ratings for the various components of affective commitment. This suggests that teachers feel very excited to work with the rest of their career school because they feel like part of the family. They have sentimental ties and a sense of belonging to the people inside the school. They enjoy discussing positive points about the school organization

when they are outside. This confirms the ideas of some authors (Albrecht & Marty, 2020; Ribeiro et al., 2020), according to which workers who exhibit a high level of affective commitment form an emotional bond with the organization. organization. In addition, some authors (Khaola & Rambe, 2020; Shin et al., 2020) said that with employees demonstrate their identification with an interest in the company through affective commitment.

The study's findings lead to the following conclusions, which are made: Teachers' affective commitment has a large mediating impact on the connection between the change-oriented leadership of school heads and organizational change among public elementary schools. It can be explained that improving school organizational change can be attained through transformational school head leadership with the mediation of teachers' affective commitment. Hence, the association between the school administrators' revolutionary leadership organizational change among schools is explained by teachers' affective commitment. Hence, organizational change cannot be strengthened by the transformational leadership of school heads alone, but better teachers' affective commitment can be transmitted along, so a higher affective commitment of teachers mediates the transformational leadership for better organizational change among public elementary schools.

Conflict of Interest Statement
The authors declare no conflicts of interest.

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