



**THE MEDIATING EFFECT OF TRANSFORMATIONAL
LEADERSHIP ON THE RELATIONSHIP BETWEEN THE
SELF-CONCEPT AND ORGANIZATIONAL COMMITMENT
AMONG PUBLIC ELEMENTARY TEACHERS**

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Abstract:

The purpose of this study was to determine the mediating effect of transformational leadership on the relationship between self-concept and organizational commitment among public elementary teachers. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 respondents of the study who are teachers among public elementary schools in Caraga North and South Districts, province of Davao Oriental. The researcher utilized stratified random sampling and face-to-face and online survey modes of data collection. The researcher also utilized the statistical tools mean, Pearson r, and Medgraph Analysis using Sobel z-test. From the results of the study, it was found that there is a level of self-concept, organizational commitment, and transformational leadership of teachers. Also, results revealed that there is a significant relationship between self-concept and organizational commitment of teachers, between self-concept and transformational leadership, and between transformational leadership and organizational citizenship of teachers. Also, transformational leadership has a partially significant mediating effect on the relationship between the self-concept and organizational commitment among public elementary teachers.

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1. Introduction

One of the emerging issues and concerns has been teachers' commitment to work, especially in terms of their commitment to perform work-related tasks and stay within the school organization. This problem with teachers' commitment to the school organization and their work can have a negative effect on the school's overall performance. Relative to this, poor organizational commitment occurs as a result of both intrinsic and extrinsic factors within the organization. Teachers who are not committed are more likely to be lazy and selective in their work and are more likely to leave. Teachers in schools are perceived to have a poor level of organizational commitment due to various factors that may hamper the school work culture and may negatively affect the realization of the school's purposes (Caballero & Guhao, 2020; Tadesse, 2019).

Organizational commitment is vital for all organizations. Teachers' organizational commitment is important for school effectiveness and indirectly can affect the students' outcomes. Teachers' commitment to organization plays a key role in the formation of an integrated effort in the school organization. Further, teacher commitment to teaching and its associated aspects are explored, including the characteristics of committed teachers. Teachers must commit to connecting with challenging students on a personal level. Teachers' organizational commitment is a critical aspect in determining the success of education reform and school effectiveness because highly committed teachers are willing to contribute their extra effort to achieve the school's vision and goals (Hariri & Sumintono, 2021; Jannah, 2020).

A previous study found out that the relationship between organizational commitment and employee helping behavior is positive at high levels of self-concept, and at the same time, the relationship between organizational commitment and employee task proficiency is positive at high levels of self-concept (Tang & Vandenberghe, 2022). Also, a higher self-concept predicts greater life satisfaction wherein is mediated by organizational commitment, work autonomy, and altruistic citizenship behaviors. When work fulfills a need for connectedness such as for people with self-concept, and autonomy, and when one feels emotionally committed to the job, the overall life satisfaction is higher (Roney & Soicher, 2021).

Self-concept is affected by transformational leadership as it is known to be able to strengthen followers' sense of self-worth. There is an interaction between self-concept and transformational leadership wherein self-concept helps explain why followers differ in responding to transformational leadership (Oh & Roh, 2019). Relatedly, leaders affect subordinates' experiences through subordinates' self-concept. Transformational leaders affect followers' self-concept, which involves followers' psychological empowerment, consisting of meaning, competence, self-determination, and impact (Schermuly & Meyer, 2020).

Transformational leadership is a critical element for organizations that are anticipating transitions to have an adequate environment for positive changes through effective processes. Transformational leaders acting as learning support is linked with organizational commitment (Jiatong *et al.*, 2022). Similarly, transformational leaders, through motivation, inspiration, guidance, social assistance, self-realization, collaboration, and objective accomplishment, improve organizational commitment. Transformational leaders develop an environment in which employees establish a sense of institutional identity and have a constructive working partnership between leader and employees (Udin, 2020).

Furthermore, the researcher has not come across a study that dealt with the mediating influence of transformational leadership on the relationship between the self-concept and organizational commitment of teachers among public elementary schools in the local setting. It is in this context that the researcher is interested in determining whether transformational leadership has a mediating influence on the relationship between the self-concept and organizational commitment of teachers among public elementary schools in Caraga North District and Caraga South District as this can raise concern to the intended beneficiaries of this study and possibly develop action plans to augment transformational leadership, self-concept and organizational commitment of teachers among schools, thus, the need to conduct this study.

2. Literature Review

There are review of related literature which is discussed in support of the study. Self-concept is affected by transformational leadership as it is known to be able to strengthen followers' sense of self-worth. There is an interaction between self-concept and transformational leadership wherein self-concept helps explain why followers differ in responding to transformational leadership (Oh & Roh, 2019).

Also, higher self-concept predicts greater life satisfaction wherein it is mediated by organizational commitment, work autonomy, and altruistic citizenship behaviors. When work fulfills a need for connectedness such as for people with self-concept, and autonomy, and when one feels emotionally committed to the job, the overall life satisfaction is higher (Roney & Soicher, 2021).

Further, self-acceptance is one of the most pertinent notions that attracted the attention of many scholars. It is believed that the sense of self-acceptance for people contributes to the emergence of their efficacy level. Simply defined, self-acceptance stands for the ability of the person to admire and accept herself and her potential. On the other hand, low self-acceptance teachers usually experience a fear of communication, an inability to verbalize ideas, beliefs, and thoughts. One step toward developing professional teachers' self-acceptance is self-expression. Thus, self-expression is necessary for improving teacher's communication and creating contacts. Such relationships would expand others' perception of the teacher, and if this later gains a

positive perception, it would raise his/ her self-acceptance (Baghli & Melouk, 2020; Benadda, 2020).

Additionally, teacher relationship with pupils creates a thriving classroom environment, helps students develop self-worth, and improves student mental health. Such positive relationships decrease behavioral problems and promote academic success. Teacher relationship with pupils is an important factor that improves student learning and academic outcomes. Teachers' supportive relationship with pupils affects student behavioral and academic adjustment. Academic and behavioral performance is linked with high levels of teachers' support which can either improve or deteriorate students' academic outcomes (Agyekum, 2019; Coristine *et al.*, 2022).

Affective commitment should result in increased job satisfaction, increased commitment, and decreased turnover. Researchers over the past 20 years have generally agreed that affective commitment can be described as the emotional attachment to an organization as manifested by an individual's identification with, and involvement in, that organization. The early research that underpins the current study of affective commitment seems to have studied the modern construct of affective commitment without operationally naming it as such. When reviewing and analyzing the modern study of affective commitment, and the practices of managing and developing the construct, it is important to understand its origins (Che *et al.*, 2021; Khan & Iqbal, 2020).

Moreover, normative commitment is the last type of commitment which reflects an obligation to remain with the company resulting from the internationalization of loyalty norms and the receipts of favors that require repayment. Also, the normative perspective refers to an employee's commitment to continue working for the organization based on the notion of weighing cost-benefits of leaving an organization. It is described as organizational commitment which is a behavioral intention or reaction, determined by the individual's perception of the normative pressure (Grego-Planer, 2019; van der Werf, 2020).

Transformational leadership is a critical element for organizations that are anticipating transitions to have an adequate environment for positive changes through effective processes. Transformational leaders acting as learning support is linked with organizational commitment (Jiatong *et al.*, 2022).

The impact that transformational leadership has on members of an organization can be best examined by comparing it to transactional leadership, where leaders approach followers with an eye to exchanging one thing for another. A Transformational leader mobilizes their followers toward reform by appealing to values and emotions. Transformational leadership focuses more on self-actualization - a desire for the betterment of the team or organization. Thus, transformational approaches to leadership have a wide range of potential benefits. At the organizational level, transformational leadership practices can produce strategic organizational change. Perceived transformational actions have also been shown to increase staff satisfaction and reduce stress and burnout (Abu-Rumman, 2021; Tafvelin *et al.*, 2019).

Relatively, the useful transformational leadership behavior of school principals is a significant factor in improving school climate and teachers' self-efficacy. The strategic development programs of school principals provide multiple opportunities for developing teachers' well-being as well as their emotional and intellectual attachment to the school as a workplace. Teachers' self-efficacy influences attitudes toward sound integration and this happens when the school principals actively interact with their teachers in planning, decision-making, and other school-related development agendas (Francisco, 2019; Lin *et al*, 2022).

3. Material and Methods

There were 300 respondents out of 447 total population of the study who are elementary public-school teachers in the Caraga North District and Caraga South District, Davao Oriental. With a desire to give everyone a chance to be included in the study, stratified random sampling was used. Stratified random sampling is a method for sampling from a population whereby the population is divided into subgroups and units are randomly selected from the subgroups. In this case, the public elementary school teachers in Caraga North and South Districts only were the groups to become respondents. Moreover, the idea was that the groupings are made so that the population units within the groups are similar (Salkind, 2007). The distribution was as follows: 150 respondents for North District and 150 respondents for South District.

The inclusion criteria, in particular, included in this study as the respondents were the regular public elementary school teachers of Caraga North and South Districts, who are currently employed and whose plantilla numbers are in the Department of Education, as they are the ones who were in the position to provide useful information upon testing the hypothesis of the study.

Those teachers who are teaching under the junior and senior high school department in the areas of Caraga North and South Districts or even if teaching under the elementary department but not within the areas identified in the study were excluded from the study, for they were in different work environments and supervision. Also, teachers who were working in private schools whether in the same identified areas including those teachers who hold managerial or supervisory positions were excluded in the study.

The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating in the survey. They were not forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they feel uncomfortable about the study since they were given the free will to participate without any form of consequence or penalty.

The study was conducted among public elementary schools in Caraga North District and Caraga South District. There were 14 public elementary schools in Caraga

North District and Caraga South District where the study was conducted. The municipality of Caraga is located 254 kilometres (158 mi) from Davao City, the regional center of Region XI, and 84 kilometers (52 mi) from Mati, the capital town of the province of Davao Oriental on the island of Mindanao. It lies along the eastern coast of this province, facing the Pacific Ocean. It is bounded in the north by the Municipality of Baganga in the south by the municipality of Manay, in the west by the Municipality of New Bataan, Compostela Valley Province, and in the east by the Pacific Ocean. Pusan Point of Barangay Santiago is the easternmost point of the Philippines.

The researcher believed that this is the appropriate locale of the study because it has a good number of respondents who can ensure concrete results of the study and that the researcher has not come across a study using the three variables of transformational leadership, self-concept, and organizational commitment at the local setting.

The quantitative, non-experimental design of research using correlational technique was used in this study. The correlational technique is a non-experimental design, where the researcher examines the relationship between two or more variables in a natural setting without manipulation or control. In correlational studies, the researchers examine the strength of associations between variables by looking at how change in one variable was correlated with change in the other variable (Cresswell, 2013). Furthermore, the researcher obtained numerical data from the population to establish accuracy. Descriptive research depicts the precise selection of respondents through the survey (Kowalczyk, 2018). The design described the relationship between principal leadership styles and the professional self-esteem of teachers.

Generally, correlational studies use independent and dependent variables, but the effect of the independent variable is observed on the dependent variable without manipulating the independent variable (Patidar, 2013). This technique was appropriate since the study aims to determine whether transformational leadership has a relationship to the self-concept and organizational citizenship of teachers.

Moreover, the mediation process was used to determine whether the relationship between self-concept as the independent variable and organizational citizenship as the dependent variable is significantly reduced after the inclusion of the mediator variable-transformational leadership. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

This study followed a systematic procedure. First, the researcher prepared a letter request to be approved by the Dean, Professional Schools. The approved letter was forwarded to the School Division Superintendent of the Department of Education Division of Davao Oriental asking permission for the conduct of the study. Then, the researcher furnished a copy of the approved letter to the different School Heads of the respondents for the conduct of a full-blown data gathering.

The researcher adopted 2 methods of data gathering: face-to-face and online surveys. During the administration of the survey questionnaire, the researcher made sure that the classes were not interrupted and personally addressed possible questions and

clarifications of the respondents. For the face-to-face method, from the distribution and up to the retrieval of the survey questionnaire, the researcher strictly observed the safety protocols mandated by the government during this time of pandemic as per mandate by the Inter-Agency Task Force for the Emerging Infectious Disease (COVID-19) such as physical/social distancing and wearing of face masks. The data gathering took almost 2 months considering the distance of the schools and the weather conditions, which prevented the researcher from traveling and continuing the conduct of the data gathering in the online survey there were some issues in the slow retrieval of the survey questionnaire due to some internet connection problems and pressing assignments which confronted the respondents during the time of the survey. All retrieved questionnaires were encoded in the Excel template after verification and checking as to the completeness of the answers. After all the tallying and validating of results, the data was analyzed and interpreted in line with the objectives of the study. Based on the findings of the study, conclusions and recommendations were formulated.

As to the statistical tools and for more comprehensive interpretation and analysis of the data, the following are employed computation of data and testing the hypotheses at 0.05 level of significance: Mean was used to determine the level of Transformational Leadership, Self-concept, and Organizational Commitment of teachers, in answer to the research objectives 1, 2 and 3. Pearson r was applied to determine if the relationships are significant between Transformational Leadership, Self-concept, and Organizational Commitment of teachers. This answered research objective number 4. Medgraph using Sobel z-test was employed to identify the mediating effect of Transformational Leadership on the relationship between Self-concept and Organizational Commitment of teachers in public elementary schools. This answered research objective 5.

In the conduct of this study especially before the data were gathered, ethical issues and considerations were observed. The researcher had undergone an evaluation conducted by the members of the ethics review committee. After several review processes, this study was marked as passed and approved by the UM Ethics Review Committee (UMERC) with Protocol Number 2022-273.

There were 300 respondents of the study who are regular elementary public-school teachers in North and South Districts of Caraga, Province of Davao Oriental, and are currently employed and whose plantilla numbers are in the Department of Education. They are carefully selected based on the criteria provided in the research. The researcher did not force the respondents to join the data gathering. The respondents were free to decline to participate in the survey, they were not forced to answer the research questionnaire and encouraged to return the same to the researcher for its automatic disposal lastly, they could withdraw anytime their participation in the research process if they felt uncomfortable about the study.

The researcher ensured that the data gathered were kept confidential and that such information was utilized only for the research. No names were required from the respondents so their identities were anonymous. Thus, this research adhered to the Data Privacy Act of 2012 which protects the respondents from unauthorized processing of

their private or identifiable information or guarantees them that their responses cannot be traced back to their real sources to protect their identity. After the conclusion of the study, the accomplished survey questionnaires were shredded as they already served their purpose. Likewise, any soft copies of the data were destroyed or deleted from the hard drives where they were saved. Each target respondent was given an informed consent form before the gathering of data. In the form, the title and the purpose of the study were stated. It was in a form asking for their voluntary consent in giving their ideas for the study. The respondent signed the ICF to prove his/her willingness to participate and was assured of the confidentiality of the data and that the data was used only for the purpose of the study.

In complying with this ethical policy, the researcher ensures the appropriateness of identified recruiting parties. The participants were carefully selected based on the criteria provided in the research. No individual answered the questionnaire if he/she did not qualify for the criteria. For the misuse of the data and information, the respondent has the right to file a complaint and request for investigation. The study did not involve high-risk situations that the respondents have experienced. The researcher ensured that the participation or non-participation of the identified teachers as respondents of the study did not in any way affect their employment status in the respective agencies where they belong. Some mitigating measures were also considered, including psychological, financial, and physical preparations.

The elementary teachers under study were the primary beneficiaries of the study and as such they were able to understand the dynamics of transformational leadership, self-concept, and organizational commitment in the workplace and what are the possible lessons they will learn from the results of the study. In addition, this study will be used as a practical reference for future research in the field of education. Further, before the conclusion of this research, the respondents received tangible benefits such as a simple token (coin purse) from the researcher.

Moreover, before the conduct of actual data collection, the researcher secured a Compliance Certificate from UMERC (UMERC Protocol Number 2022-273) with the understanding that all ethical considerations were properly observed. The researcher ensured that the materials used undergo paraphrasing and were expressed in the researcher's own ideas. There was no portion of the study which made use of another person's ideas or words and if there was such, the person has been given appropriate credit for his works and study.

To ensure that no plagiarism happened during the whole duration of the study, the study underwent a plagiarism check at the University using Turnitin. The study underwent the standard procedure of research established by the Professional Schools of the University of Mindanao. There was no trace/evidence of intentional misrepresentation, or there was no making up of data and/or results, or purposefully putting forward conclusions that were not accurate. No inconsistency with the existing literature among the information was included in the manuscript.

The study had no conflict of interest (COI) since the researcher had no relationship with the respondents of the study, either officially or personally. The researcher ensured that there was no circumstance that provided the potential opportunities where the respondent's responses were compromised or had put in their personal interests or those of any other person or organization. This study was a requirement for the completion of the master's degree in education majoring in educational management at the University of Mindanao Professional School.

There was no deceit and everything that was written and reflected was true and underwent validation and thorough checking from different experts in the field of research. The researcher secured proper permission to conduct the study in the form of a letter approved by the Dean, Professional Schools, University of Mindanao, addressed to the Division Superintendent where the respondents are assigned, to ensure continuity and smooth conduct of the data gathering.

Lastly, no person was authorized to publish nor present this paper except for the researcher herself or her adviser without the consent of the researcher. In case, an organization wants to have a copy of the result of the study then it can be accessed only for the purpose of creating programs and policies in the organization but still with the permission of the researcher, adviser, and the university. For purposes of the publication, the adviser becomes a co-author of the study.

4. Results and Discussion

Table 1: Level of Self-concept of Teachers

Indicators	SD	Mean	Descriptive Level
Competence	0.57	4.06	High
Interpersonal Perception	0.61	4.14	High
Acceptance of Risks and Initiatives	0.55	3.83	High
Relationship with Pupils	0.62	4.37	Very High
Satisfaction	0.61	4.12	High
Self-acceptance	0.60	4.33	Very High
Overall	0.49	4.14	High

The level of self-concept of teachers is high, resulting from the high and very high levels of responses. The indicators *relationship with pupils* and *self-acceptance* has very high ratings while the indicators *interpersonal perception*, *satisfaction*, *competence*, and *acceptance of risks and initiatives* have high ratings. These indicators are arranged from the highest to the lowest level. The very high-level rating of *relationship with pupils* suggests that students feel secure and confident in their interactions with teachers. This is in line with the various authors (Agyekum, 2019; Coristine *et al.*, 2022) wherein teacher relationship with pupils creates a thriving classroom environment, helps students develop self-worth and improves student mental health. Teacher relationship with pupils is an important factor that improves student learning and academic outcomes. Teachers' supportive relationship with pupils affects student behavioral and academic adjustment. Academic

and behavioral performance is linked with high levels of teachers’ support which can either improve or deteriorate students’ academic outcomes.

Also, the very high-level rating of self-acceptance is indicative of the very high level of contribution in the emergence of efficacy levels. This claim concurs with the statements of various authors (Baghli & Melouk, 2020; Benadda, 2020) who stated that self-acceptance stands for the ability of the person to admire and accept herself and her potential. One step toward developing professional teachers’ self-acceptance is self-expression. Thus, self-expression is necessary for improving teacher’s communication and creating contacts. Such relationships would expand others' perception of the teacher, and if this later gains a positive perception, it would raise his/ her self-acceptance.

Table 2: Level of Organizational Commitment of Teachers

Indicators	SD	Mean	Descriptive Level
Affective Commitment	0.68	4.16	High
Continuance Commitment	0.69	3.89	High
Normative Commitment	0.72	4.16	High
Overall	0.63	4.07	High

The high level resulted from the high ratings of the respondents. The indicators *affective commitment*, *normative commitment*, and *continuance commitment* were arranged from highest to lowest. Moreover, the indicators with the highest mean are *affective commitment* and *normative commitment*. The high level of teachers’ *affective commitment* is indicative that teachers have a deep affective commitment to their school organization, as evidenced by their strong desire to spend their careers in school. This is in line with various authors (Che *et al.*, 2021; Khan & Iqbal, 2020) who explained that effective commitment should result in increased job satisfaction, increased commitment, and decreased turnover. Affective commitment can be described as the emotional attachment to an organization as manifested by an individual’s identification with, and involvement in, that organization. When reviewing and analyzing the modern study of affective commitment, and the practices of managing and developing the construct, it is important to understand its origins.

In addition, the high level of teachers’ *normative commitment* is indicative that teachers demonstrate a strong normative commitment to their school organization, which is supported by their firm belief in the importance of loyalty. This aligns with the findings of various authors (Grego-Planer, 2019; van der Werf, 2020) which revealed that normative commitment is an obligation to remain with the company resulting from the internationalization of loyalty norms and the receipts of favors that require repayment. The employee's commitment to continue working for the organization is based on the notion of weighing cost-benefits of leaving an organization. It is a behavioral intention or reaction, determined by the individual's perception of the normative pressure.

Table 3: Level of Transformational Leadership

Items	SD	Mean	Descriptive Level
Going out of his/her way to make teachers and students feel good to be around him/her.	0.86	4.10	High
Having an ever-expanding network of people and teachers/students who trust and rely upon him/her.	0.88	4.11	High
Having teachers and students listen to his/her ideas and concerns not out of fear, but because of his/her skills, knowledge, and personality.	0.78	4.28	Very High
Helping teachers and students with their self-development.	0.86	4.21	Very High
Providing challenges for the teachers and students to help them grow.	0.94	4.25	Very High
Providing an empathic shoulder when others need help.	0.94	4.21	Very High
Helping students to understand his/her visions through the use of tools, such as images, stories, and models.	0.82	4.10	High
Using simple words, images, and symbols to convey to teachers and students what should or could be doing.	0.90	4.15	High
Helping others with new ways of looking at new and complex ideas or concepts.	0.91	4.18	High
Ensuring teachers and students get recognition and/or rewards when they achieve difficult or complex goals.	0.98	4.13	High
Directing teachers and students by setting standards that we agree on.	0.83	4.16	High
Ensuring poor performance gets corrected.	0.84	4.23	Very High
Letting teachers and students work toward their degree plan in the manner that they want.	0.80	4.13	High
Rarely giving direction or guidance to others if he/she senses they can achieve their goal.	0.89	3.93	High
As long as things are going smoothly, he/she is being satisfied.	0.82	4.11	High
Getting things done.	0.77	4.23	Very High
Consistently providing coaching and feedback so that the teachers and students know how they are doing.	0.87	4.20	Very High
Monitoring all teachers and students who are having problems to ensure they meet their goal.	0.87	4.21	Very High
Overall	0.75	4.16	High

The high level of transformational leadership reveals the high degree of transformational leadership characteristics of schools. This is in line with various authors (Abu-Rumman, 2021; Tafvelin *et al.*, 2019) stating that a transformational leader mobilizes their followers toward reform by an appeal to values and emotions. At the organizational level, transformational leadership practices can produce strategic organizational change.

Perceived transformational actions have also been shown to increase staff satisfaction and reduce stress and burnout.

Moreover, this is supported by various studies (Francisco, 2019; Lin *et al.*, 2022) wherein the useful transformational leadership behavior of school principals is a significant factor in improving school climate and teachers' self-efficacy. The strategic development programs of school principals provide multiple opportunities for developing teachers' well-being as well as their emotional and intellectual attachment to the school as a workplace. Teachers' self-efficacy influences attitudes toward sound integration and this happens when the school principals actively interact with their teachers in planning, decision-making, and other school-related development agendas.

Table 4.1: Significance on the Relationship Between the Self-Concept and Organizational Commitment of Teachers

Self-concept	Organizational Commitment			Overall
	Affective Commitment	Continuance Commitment	Normative Commitment	
Competence	.673* (0.000)	.453* (0.000)	.673* (0.000)	.663* (0.000)
Interpersonal Perception	.651* (0.000)	.529* (0.000)	.660* (0.000)	.678* (0.000)
Acceptance of Risks and Initiatives	.382* (0.000)	.330* (0.000)	.492* (0.000)	.445* (0.000)
Relationship with Pupils	.760* (0.000)	.552* (0.000)	.772* (0.000)	.768* (0.000)
Satisfaction	.700* (0.000)	.531* (0.000)	.700* (0.000)	.712* (0.000)
Self-acceptance	.638* (0.000)	.381* (0.000)	.555* (0.000)	.580* (0.000)
Overall	.764* (0.000)	.559* (0.000)	.773* (0.000)	.773* (0.000)

The correlation between self-concept and organizational commitment revealed a significant relationship. This implies that teachers' perception of themselves is significantly related to their level of commitment to the school where they work. This finding confirms the claims of various studies (Roney & Soicher, 2021; Tang & Vandenberghe, 2022) wherein the relationship between organizational commitment and employee helping behavior is positive at high levels of self-concept, and at the same time, the relationship between organizational commitment and employee task proficiency is positive at high levels of self-concept. Also, a higher self-concept predicts greater life satisfaction wherein is mediated by organizational commitment, work autonomy, and altruistic citizenship behaviors. When work fulfills a need for connectedness such as for people with self-concept, and autonomy, and when one feels emotionally committed to the job, the overall life satisfaction is higher.

Table 4.2: Significance on the Relationship Between the Self-concept of Teachers and Transformational Leadership of School Heads

Self-Concept	Transformational Leadership
	Overall
Competence	.476* (0.000)
Interpersonal Perception	.617* (0.000)
Acceptance of Risks and Initiatives	.455* (0.000)
Relationship with Pupils	.648* (0.000)
Satisfaction	.542* (0.000)
Self-Acceptance	.473* (0.000)
Overall	.643* (0.000)

The correlation between self-concept and transformational leadership revealed a significant relationship. It suggests that how teachers perceive themselves and their self-belief is linked to how school leaders lead and inspire within the school. This is in line with various authors (Oh & Roh, 2019; Schermuly & Meyer, 2020) who stated that self-concept is affected by transformational leadership as it is known to be able to strengthen followers’ sense of self-worth. There is an interaction between self-concept and transformational leadership wherein self-concept helps explain why followers differ in responding to transformational leadership. Leaders affect subordinates’ experiences through subordinates’ self-concept. Transformational leaders affect followers’ self-concept, which involves followers’ psychological empowerment, consisting of meaning, competence, self-determination, and impact.

Table 4.3: Significance on the Relationship between the Transformational Leadership and Organizational Commitment of Teachers

	Organizational Commitment			Overall
	Affective Commitment	Continuance Commitment	Normative Commitment	
Transformational Leadership	.590* (0.000)	.362* (0.000)	.568* (0.000)	.560* (0.000)

Transformational leadership has a significant relationship with organizational commitment. This implies that when school leaders demonstrate transformational leadership qualities, teachers' commitment to their schools is likely to increase. This is aligned with various authors (Jiatong *et al.*, 2022; Udin, 2020) who mentioned that transformational leadership is a critical element for organizations that are anticipating transitions to have an adequate environment for positive changes through effective processes. Transformational leaders acting as learning support is linked with

organizational commitment. Transformational leaders, through motivation, inspiration, guidance, social assistance, self-realization, collaboration, and objective accomplishment, improve organizational commitment. Transformational leaders develop an environment in which employees establish a sense of institutional identity and have a constructive working partnership between leader and employees.

Table 5: Significance of the Mediation of Transformational Leadership on the Relationship between Self-Concept and Organizational Commitment of Teachers

Path	Estimates		SE	C.R.	P	Legend
	Unstandardized	Standardized				
SC → TL	.979	.643	.067	14.535	***	S
TL → OC	.090	.107	.040	2.253	.024	S
SC → OC	.896	.704	.060	14.806	***	S

This study aims to contribute to the literature regarding the possible indirect, mediating variable for the relationship between self-concept and organizational commitment. Specifically, transformational leadership was investigated as a possible mediating variable that could explain the effect of self-concept on organizational commitment. Partial mediation is found in the study. Important and significant effects are also presented that may help in the enhancement of the existing researches on self-concept and organizational commitment. Further, the studies of these authors on the relationship between self-concept and organizational commitment are supported by the theory of Becker (1964) which holds that individuals are committed to the organization as far as they hold their positions, irrespective of the stressful conditions they experience. Organizational commitment is a behavior relating to the process by which individuals become locked into a certain organization and how they deal with this problem.

Moreover, the current study has found that transformational leadership is a partial mediator of self-concept and organizational commitment and met Baron and Kenny’s (1986) mediation guidelines. The mediation analysis involved the path between self-concept and organizational commitment, and the path between transformational leadership and organizational commitment. The findings support the relationship between self-concept and organizational commitment leading to support various authors of this study (Roney & Soicher, 2021; Tang & Vandenberghe, 2022) who declared that higher self-concept predicts greater life satisfaction wherein it is mediated by organizational commitment, work autonomy, and altruistic citizenship behaviors. When work fulfills a need for connectedness such as for people with self-concept, autonomy, and when one feels emotionally committed to the job, the overall life satisfaction is higher. The relationship between organizational commitment and employee helping behavior is positive at high levels of self-concept, and at the same time, the relationship between organizational commitment and employee task proficiency is positive at high levels of self-concept.

5. Recommendations

The study revealed the domain of self-concept of teachers which is the acceptance of risks and initiatives got the lowest mean. As a result, the researcher suggests that the Department of Education officials and school leaders concentrate on strategies and activities that increase teachers' willingness to take risks and take initiative in their teaching responsibilities. This could include offering opportunities for professional development that inspire creativity, cultivating a culture of exploring and gaining knowledge from failure, and recognizing and rewarding teachers who take a proactive approach to their work. Schools may potentially raise overall teacher commitment and performance by addressing this specific component of teachers' self-concept, contributing to the betterment of the educational environment.

Moreover, results showed that continuance commitment was the lowest domain in terms of teachers' organizational commitment. The researcher recommends that the school organization concentrate on reducing the perceived challenges connected with leaving the school. This includes providing solid career growth options, improving work-life balance measures, and creating open communication channels. Furthermore, establishing retention incentives to recognize and reward teachers for their commitment may reduce stresses about personal sacrifices and disruptions. By addressing these issues, the school can proactively increase teachers' commitment to the organization, resulting in a more stable and dedicated teaching workforce.

Additionally, given that the item showing that school leaders "rarely give direction or guidance to others if they sense they can achieve their goal" obtained the lowest mean in the transformational leadership assessment, it is recommended that school leaders reconsider their leadership strategy in this regard. While autonomy is beneficial when individuals can achieve their goals on their own, leaders have to find a balance by providing periodic guidance and encouragement to guarantee consistency with the school's overall vision and objectives. As a result, school leaders may ought to actively participate in more nuanced leadership, tailoring their guidance and support to the individual needs and circumstances of teachers and students, promoting a more flexible and effective transformational leadership style. This strategy can help to boost teacher development and foster a better sense of shared vision within the school community.

Additionally, the considerable correlations shown between teachers' self-concept, transformational leadership, and organizational commitment, and that there is a mediating effect of transformational leadership on the link between teachers' self-concept and organizational commitment necessitate a multidimensional strategy. Schools may invest in leadership training to improve transformational leadership qualities among school leaders, to foster teachers' self-concept through professional development and self-reflection, to develop feedback mechanisms for continuous improvement, to acknowledge and honor exemplary leadership and commitment, encourage collaborative decision-making, and continually assess the impact of leadership practices. By cultivating transformational leadership and teachers' self-concept at the same time, schools can foster

a more supportive and committed teaching environment, thereby improving the school community's overall efficacy.

Lastly, a mixed-method study approach may be used to thoroughly investigate the complex connections between teachers' self-concept, transformational leadership, and organizational commitment. This approach may involve conducting in-depth interviews with teachers to record their personal experiences and narratives about how transformational leadership influences their self-concept and, as a result, their commitment to the organization. Furthermore, quantitative surveys evaluating these constructs might be supplemented with qualitative open-ended questions to provide a comprehensive picture of the multidimensional relationships between these factors. A mixed-method inquiry of this type can provide a more in-depth understanding of the dynamics at work in educational environments and provide useful insights for both theory and practice.

6. Conclusion

Based on the findings of the study, conclusions and recommendations are drawn in this section. There is a high level of mean for self-concept, a high level of mean for organizational commitment, and a high level of mean for transformational leadership. Moreover, there is a significant relationship between self-concept and organizational commitment. There is also a significant relationship between self-concept and transformational leadership and a significant relationship between transformational leadership and organizational commitment. Lastly, there is a partial mediation on the effect of transformational leadership on the relationship between self-concept and organizational commitment.

The findings of the study clearly support the notion of the mediating effect of transformational leadership on the relationship between self-concept and organizational commitment. The findings are supported by the anchor theory which is the Side-Bet Theory by Becker (1964) which holds that individuals are committed to the organization as far as they hold their positions, irrespective of the stressful conditions they experience. Organizational commitment is a behavior relating to the process by which individuals become locked into a certain organization and how they deal with this problem. This behavioral aspect of organizational commitment is explained through calculative and normative commitments.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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