



TRANSFORMATIONAL LEADERSHIP OF SCHOOL HEADS AND INDIVIDUAL WORK PERFORMANCE OF TEACHERS: THE MEDIATING EFFECT OF ORGANIZATIONAL COMMITMENT

Dolreich Jay G. Fababier¹ⁱ,

Raymunda L. Apostol²

¹Master of Arts in Education Major
in Educational Management,
University of Mindanao,
Davao City, Philippines

Teacher 2,
San Alfonso Elementary School,
San Alfonso, Cateel, Davao Oriental,
Philippines

²EdD, Professor,
Baganga Offsite,
Davao Oriental,
Philippines

Public Schools Supervisor,
Baganga North,
District, Sto Nino, Lambajon,
Baganga, Davao Oriental,
Philippines

Abstract:

The purpose of this study was to determine the transformational leadership of school heads and the individual work performance of teachers as mediated by organizational commitment. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 256 respondents of the study who are teachers among public elementary schools in Cateel 1 and 2, Davao Oriental. The researcher utilized a stratified random sampling technique and an online survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r , and Medgraph using the Sobel z -test. From the results of the study, it was found that there is a very high level of transformational leadership and individual work performance. There is a high level of organizational commitment. Also, results revealed that there is a significant relationship between transformational leadership and individual work performance, a significant relationship between transformational leadership and organizational commitment, and a significant relationship between organizational commitment and individual work performance. Further, organizational commitment has a partial mediating effect on the

ⁱ Correspondence: email d.fababier.461116@umindanao.edu.ph, dolreich.fababier@deped.gov.ph

relationship between the transformational leadership of school heads and the individual work performance of teachers.

Keywords: education, transformational leadership, individual work performance, organizational commitment, mediating effect, school heads, teachers, Philippines

1. Introduction

The quality of teachers is still low in terms of competence, knowledge, pedagogical expertise, and individual work performance. The Program for International Student Assessment (PISA) survey in 2018 has released that the quality of education is still low in various fields. The low quality of the teacher will have an impact on the achievement and learning process of students (Kanya *et al.*, 2021). Also, in a previous study by Haryaka and Sjamsir (2021), poor teacher work performance has an impact on teacher productivity. This affects teacher behavior and attitudes at work leading to laziness, and indifference, among others.

Further, teachers' individual work performance is the important contribution of the teacher to the achievement of educational goals and objectives. Teachers are required to build positive relationships with the parents and their colleagues as these relationships have a direct or indirect effect on teachers' individual performance. Moreover, to achieve high individual work performance, a teacher must be able to develop all of his or her abilities related to competence and create a learning atmosphere that is comfortable and conducive for his or her students. Quality improvement in education will be realized through teachers who are motivated, creative, innovative, dynamic, and active in every job they do (Indajang *et al.*, 2020; Limon & Sezgin-Nartgun, 2020).

Transformational leadership enhances and affects individual work performance and helping behavior. Similarly, motivation shapes employees' behavior, transformational leaders must understand how to enhance individual work performance through motivation (Lai *et al.*, 2020). In addition, transformational leaders, through motivation and inspiration for employees of their dream for the institution improve organizational commitment rates. In turn, transformational leaders through enthusiasm, inspiring encouragement, and intellectual stimulation develop an environment in which employees establish a sense of institutional identity (Udin, 2020). Lastly, individual work performance plays an important role in terms of organizational commitment. The improvement of individual work performance is a concern in improving organizational commitment (Dewi *et al.*, 2021).

Moreover, there were no similar studies that dealt with the mediating effect of organizational commitment on the relationship between transformational leadership and individual work performance in Region XI or specifically in Davao Oriental. Existing studies were only on Impact of Transformational Leadership on Work Performance, Burnout, and Social Loafing: A Mediation Model by Khan *et al.* (2020) and The Influence of Transformational Leadership on Employees' Affective Organizational Commitment in

Public and Nonprofit Organizations: A Moderated Mediation Model by Peng *et al.* (2020). Also, the outcome of the study will also help become an asset to the world of literature. Hence, this study is a generation of new knowledge that can give specific contributions to the field of education. Furthermore, results can be used to develop or augment the practices of teachers as to their individual work performance, and organizational commitment. Thus, the need to conduct this study.

There was an urgency to conduct this study because as a researcher who is presently teaching in Cateel, Davao Oriental, was interested in determining the levels of transformational leadership of school heads and the teachers' levels of individual work performance and organizational commitment especially on how the teachers were able to cope up and adjust with the challenges brought about by the experiences of COVID 19 pandemic, particularly the teaching and learning strategies. The abrupt shift from the face-to-face mode to the online method of teaching and learning coupled with the strict observance of the health and safety protocols as mandated by the government were the factors that had tremendously affected the teaching and learning activities for both the teachers and the students resulting to the changes on their individual work performances and organizational commitment.

2. Literature Review

There are review of related literature which is discussed in support of the study. Transformational leadership, as the independent variable of the study, is the ability of the leader to influence followers, including the ability to motivate others and develop their moral values to help bring about change in the behaviors, attitudes, values, and expectations of the followers, and then change the behavior of the organization as a whole. Transformational leaders generally tend to show four main characteristics: charisma, inspirational leadership, intellectual stimulation, and the consideration of the needs of followers. Also, transformational leaders focus on employees' values and achieve an extensive role in instances of struggle. Such leaders increase workers' non-public values and self-principles and encourage them to exceed their very own self-interest for the sake of the organization (Alessa, 2021; Dhanhani & Abdullah, 2022).

Moreover, the transformational leadership style has a positive relation with employee performance wherein, transactional has a strong positive correlation with the work performance of employees. Under transactional, leaders manage followers through rewards and punishment. It is a managerial leadership in which the leader's responsibility is to focus on clarifying roles and task requirements. Transactional and transformational leaders create the potential for employee's expected performance. Such leaders believe in the importance of promises and rewards to employees and they leaders believe in the need for a formal distribution of power (Alharbi & Aljounaidi, 2021; Hanafi *et al.*, 2019).

Further, CEOs who are good at delegating increase revenue by 33%. They position their staff to take on projects they are confident they will complete since these executives

are aware that they cannot complete everything on their own. This empowers workers, boosts morale, and increases production. In the process, CEOs have more time to devote to tasks that will expand the business and produce the highest returns. Transformational leaders use delegation to develop people and transformational leadership influences fairness and trust. Managers' use of transformational leadership behaviors as a useful strategy in creating workplace conditions promotes better safety outcomes (Landry, 2020; Shahin, 2021).

Also, leading by execution implies that leaders can hold themselves and others accountable for establishing plans and choices. They must be competent to carry out decisions within the framework of the team. The capacity to execute individual and organizational goals and objectives is one of the most important qualities a leader should have, along with integrity, honesty, the ability to motivate, and problem-solving skills. The ability to execute is essential for every leader. Setting expectations, developing a clear plan, giving the proper tools, and leading by example all contribute to great execution (McKenna, 2022; Ricciardi, 2020).

On individual work performance as the dependent variable, productivity and individual work performance are effective to individuals when they are treated in ways such as if the individual is influenced by others positively, increasing the readiness by recognizing their contribution to the organization such as giving importance to their knowledge and skills, and lastly, by showing that they are allowed to use the resources of the organization. It is also a construct that comprises behaviors under workers' control that contribute to organizational goals. Performance is a set of behaviors, not the variables that determine behaviors or their outcomes (Ramos-Villagrasa *et al.*, 2019).

Furthermore, task performance is the ability to function based on conscientiousness in the Big Five personality domains. People with high task performance tend to also have significant conscientiousness. In other words, they are more self-controlled, more responsible, and more persistent. As a result, they focus well on tasks and earn better grades. This is because the confidence of the employees in their ability to organize and execute the course of action required to carry out the task has correlated significantly and positively with the behaviors directly concomitant to the completion of the job and with the extra role of supportive behaviors not directly related to the job (Gao *et al.*, 2021; Kappagoda, 2018).

Also, contextual performance is the expression of voluntary behavior towards the organization, which is beyond a worker's formal obligations and is not directly recognized by the organization. These acts are important because they form the organizational, social, and psychological context for task procedures as individuals contribute to organizational effectiveness by doing things that are not defined within their main functions. Contextual performance consists of two distinct facets namely: job dedication and interpersonal facilitation. Job dedication includes behaviors that reflect discipline, effort, and enthusiasm while at work. Meanwhile, individuals who are high in interpersonal facilitation are more likely to praise, comfort, and support others in the workplace (Le Sante *et al.*, 2021; Palenzuela *et al.*, 2019).

Moreover, counterproductive work behavior is employee conduct in the workplace that is often unobserved and unaccounted. These behaviors intentionally impair the organization or cause harm to employees. These are also deliberations and conducts that breach explicit and implied rules about expected behaviors within an organization, compromising the overall well-being of organizational members, and jeopardizing the interest of the organization as a whole. Further, counterproductive work behavior is often considered to be related to aggression, workplace deviance, revenge, or protest. These behaviors might result in financial, personal, and organizational costs (Sypniewska, 2020; Zubaidah *et al.*, 2019).

Meanwhile, organizational commitment as the mediating variable is the relationship between the organization and its employees. It has consequences based on their self-experience in a choice to continue or discontinue membership in the organization. The more established the relationship inside the organization is, the more organizational commitment is present. Employees who are professionally committed have the tendency not to violate the policies prescribed by the organization and have good attendance at work because they see their work as an essential component of life. As said, willingness is tantamount to commitment (Caballero & Guhao, 2020; Sarhan, Harb, Shrafat, & Alhusban, 2020).

Further, organizational commitment is vital for all organizations. It is the primary factor that determines organizational competitiveness which enhances the motivation, and engagement of employees. In conjunction, organizational commitment has a significant impact on the school organization as a whole. Professional commitment is very important since it is essential for school effectiveness and indirectly affects learning outcomes. Students who can respond to challenges and give their commitment can help their organization succeed. High dedication and commitment enable schools to move successfully (Caballero & Guhao, 2020; Mustafa *et al.*, 2020).

In addition, the transformational leadership style is widely used in organizations and it plays a significant role in individual work performance. Such leadership style impacts employee performance based on the premise that individual work performance improves organizational performance (Arif & Akram, 2018; Li *et al.*, 2019). Organizations that seek to remain competitive are those that are focused on improving individual work performance. While individual work performance is enhanced by transformational leadership, transformational leadership deals with change processes that transform followers' attitudes and values (Manzoor *et al.*, 2019; Mathende & Yousefi, 2021).

Relatedly, transformational leadership is an essential component for businesses that are willing to anticipate fundamental transitions in order to create an appropriate atmosphere for positive or adaptive changes through an effective process (Khan *et al.*, 2020; Hai & Park, 2021). Leaders' transformational actions as learning support are related to the culture of organizational commitment (Cho *et al.*, 2019; Mwesigwa *et al.*, 2020). Further, transformational leadership has a significant influence on the development of organizational commitment. Transformational leadership is also the best precursor of organizational commitment (Islam *et al.*, 2018; Sahu *et al.*, 2018).

Furthermore, transformational leadership is a system of changing and transforming people. There is a significant effect between transformational leadership and employees' individual work performance. There is also a mediating effect of organizational commitment on the relationship between leadership styles of transformational leadership with the employees' individual work performance. Also, transformational leadership affects motivating employees' individual work performance effectively (Eliyana *et al.*, 2019). Employee organizational commitment levels boost individual work performance in firms which enhances their commitment levels. Firms have given their employees job security to boost their dedication to the firm and efficiency. Employee individual work performance is tied to employee organizational commitment (Zhenjing *et al.*, 2022).

Additionally, this study is anchored on the X and Y Theory by McGregor (1957) who concluded that there is a vast untapped potential for employee motivation and achievement which managers could obtain with more accurate assumptions about people at work. People are becoming quite certain that, under proper conditions, unimagined resources of creative human energy could be available in the organizational setting. If managers enacted practices consistent with the theory and its behaviors, employee motivation would increase, thereby increasing employee individual work performance.

In support of the study is the Leadership–Membership Exchange (LMX) Theory by Dansereau *et al.* (1975) which states how leadership might influence subordinates. The goal of LMX theory is to explain the effects of leadership on members, teams, and organizations. According to the theory, leaders form strong trust, emotional, and respect-based relationships with some members of a team, but not with others. Further, the behaviors of leaders result in higher levels of follower commitment at work. It was revealed that transformational leadership practices are associated with organizational commitment. Leaders should boost the organizational commitment of employees by displaying transformational leadership attitudes and behaviors.

Lastly, this study is also supported by the Theory of Organizational Commitment by Meyer and Allen (1997) wherein commitment is experienced by the employee in three mindsets namely: affective, normative, and continuance commitment. Affective commitment reflects commitment based on the emotional ties the employee develops with the organization. Normative commitment reflects commitment based on perceived obligation towards the organization. Continuance commitment reflects commitment based on the perceived costs of leaving the organization. It is used by researchers to predict important employee outcomes, including turnover and citizenship behaviors, work performance, absenteeism, and tardiness.

3. Material and Methods

There was a total of 256 respondents out of the 369 total population of public elementary school teachers in Cateel 1 and 2, Davao Oriental. This was based from Slovin's formula

($n=N/(1+N_e2)$), (Stephanie, 2003). A stratified random sampling method was used in determining the respondents of the study. 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 (Salkind, 2007). In this case, the public elementary school teachers in Cateel 1 and 2, Davao Oriental 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. In particular, included in this study as the respondents were the public elementary school teachers in Cateel 1 and 2, Davao Oriental who are currently employed under a permanent status for a period of not less than 2 years and whose plantilla numbers are in the Department of Education, as they were the ones who were in the position to provide useful information upon testing the hypothesis of the study. Those teachers who were not teaching under the public elementary in Cateel 1 and 2, Davao Oriental were excluded from the study, for they were in different work environments and supervision. Also, teachers who were working in junior and senior high schools and private schools whether in the same identified areas including those teachers who hold managerial or supervisory positions were excluded from 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.

This study was conducted in public elementary schools in Cateel 1 and 2, Davao Oriental, which is part of Region XI in the Philippines. Region XI is located in the southeastern portion of Mindanao, and Mindanao consists of five provinces, namely: Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. The region encloses the Davao Gulf and its regional center is Davao City.

The researcher believed that this was the appropriate locale of the study because it had a good number of respondents who ensured concrete results of the study and that the researcher had not come across a study using the variables on transformational leadership, individual work performance, and organizational commitment among public elementary school teachers in the local setting. Moreover, the researcher, who is presently teaching in Cateel, Davao Oriental was interested to know how the elementary teachers were able to adjust and cope with the challenges brought about by the experiences of the COVID-19 pandemic particularly the teaching and learning strategies specifically the abrupt shift from the face-to-face mode to the online method of teaching and learning. This was in addition to the strict observance of the health and safety protocols as mandated by the government. Although the schools were going back to face-to-face classes this needs another adjustment from the teachers on the smooth and effective delivery of their class activities. As a result, the shift from an online setting to face-to-face classes or the new normal entails another total adjustment in terms of class preparation

and conduct of class activities which in effect has affected their work performance and organizational commitment.

The study utilized a quantitative, descriptive, non-experimental design using a correlation technique. This aided in determining the levels of transformational leadership, individual work performance, and organizational commitment among public school teachers. Quantitative research narrows itself to statistical analyses of collected data via survey questionnaires employing computational approaches (Trefry, 2017). The researcher obtained the numerical data from the population in order to establish accuracy. Descriptive research depicts the precise selection of respondents through a survey (Kowalczyk, 2018). The design provided a description on transformational leadership, individual work performance as mediated by organizational commitment among public school teachers

The correlational technique is a non-experimental approach in which it analyses the relationship between two or more variables without reserve. It also looks into the degree of association by relating it with other variables. Apparently, correlational studies have independent and dependent variables with the effects of the independent variable is observed on the dependent value (Patidar, 2013). The researcher chose this design to align the variables based on the discussion of the aforementioned related literature. This technique was appropriate since the study aimed to determine whether organizational commitment provided mediation on the relationship of the variables: transformational leadership and individual work performance among public school teachers (Creswell, 2014).

The mediation process was used to determine whether the relationship between transformational leadership as the independent variable and individual work performance as the dependent variable was significantly reduced after the inclusion of the mediator variable- organizational commitment. 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 the systematic procedures in the conduct of the research. First, before the conduct of the study, the researcher sent a letter asking for permission to the Schools Division Superintendent of the Department of Education Division of Davao Oriental which letter once approved was furnished to the School Heads of the respondents. Once approved, the survey questionnaire was administered to the respondents of the public schools in Cateel 1 and 2, Davao Oriental. As soon as the request was approved and strictly observing the safety protocols, the researcher immediately visited the concerned school heads of the identified public schools, as part of the courtesy call and discussed the plan for the conduct of an online survey to all concerned respondents. Also, before the actual data collection, the researcher secured Certificate of Compliance from UMERC (UMERC Protocol Number 2023-543) to ensure compliance with some ethical considerations in research. All the data in the retrieved questionnaires were analyzed and interpreted in line with the objectives of the study. Based on the findings of the study, conclusions and recommendations were formulated.

The following statistical tools were used in the computation of data and testing the hypothesis at 0.05 level of significance: mean was used to determine the levels of transformational leadership, individual work performance, and organizational commitment. This answered research objectives 1, 2, and 3. Pearson Product Moment Correlation (Pearson r) was used to determine the significance of the relationship between and among the variables: transformational leadership, individual work performance, and organizational commitment. This answered research objective number 4. For the research objective on mediation, Medgraph using the Sobel z -test was used to determine the significance of the mediation of organizational commitment on the relationship between transformational leadership and individual work performance of public school teachers.

In the conduct of this study and before the data gathering was conducted, ethical issues and considerations were considered. The researcher underwent 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).

The participation of the respondents was completely voluntary and anonymous to protect their privacy and information was given whenever the respondents did not understand, before deciding whether to participate or not in the study. As a researcher, no force was given to my respondents to join the data gathering. All data gathered were kept confidential and such information was utilized only for the purpose of the research. No names were required from the respondents so their identities became 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. Informed consent was secured from all the respondents involved in the study. Informed consent was secured from all the respondents involved in the study. The respondent signed the ICF to prove his/her willingness to participate. It was in a form asking for their voluntary consent in giving their ideas for the said study. The researcher gave a detailed and comprehensive explanation regarding the purpose of the study to the respondents.

The participants were carefully selected based on the criteria provided in the research. The respondents were the public elementary school teachers in Cateel 1 and 2, Davao Oriental who were currently employed under a permanent status for a period of not less than 2 years and whose plantilla numbers were in the Department of Education. The study did not involve in high risks of situations that the respondents experienced since the respondents were public elementary school teachers and this was conducted following due process. Mitigating measures were also considered, including psychological, financial, and physical preparations. All the public elementary teachers are the primary beneficiaries of the study. They will be able to gain an understanding of the dynamic of their transformational leadership, individual work performance, and organizational commitment in the workplace. The results of this study may help the

teachers since the findings of this study will give them new information about transformational leadership, individual work performance, and organizational commitment. In addition, this study will be used as a practical reference for future research in the field of Education. Further, in the conduct of this research, the respondents received tangible benefits such as a simple token from the researcher.

The study used the Grammarly or Turnitin software and/ or Plagiarism Detector to ensure that there was no plagiarism to happen in the whole duration of the study. The researcher ensured that the materials used had undergone proper paraphrasing and were expressed in the researcher’s own ideas. 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 of what was done and no making up of data and/or results, or purposefully putting forward conclusions that were not accurate. There was no evidence that the study was intentionally misrepresented to match a model or theoretical assumption. There was no indication of fabrication or over-claiming. The study had no conflict of interest since the researcher had no relationship to the respondents of the study, but it was a requirement for the completion of the master's degree in education at the University of Mindanao Professional Schools.

In this study, there was no deceit. Everything written and reflected was true and will pass the validation and thorough checking from different experts in the field of research. The researcher secured proper permission from the targeted agencies where the respondents are teaching/working. The researcher sent a letter asking for permission to the Schools Division Superintendent of the Department of Education Division of Davao Oriental which letter once approved was furnished to the School Heads of the respondents. After the approval from the UM Ethics Committee, the researcher conducted data gathering through the online mode through Google Forms. No person was authorized to publish nor present this paper except the researcher or the adviser without the consent of the researcher. For purposes of publication of this study, the adviser becomes the co-author of the study.

4. Results and Discussion

Table 1: Level of Transformational Leadership

Indicators	Mean	SD	Descriptive Level
Charisma	4.27	0.67	Very High
Social	4.30	0.65	Very High
Vision	4.30	0.64	Very High
Transactional	4.32	0.65	Very High
Delegation	4.34	0.58	Very High
Execution	4.33	0.67	Very High
Overall	4.31	0.59	Very High

The level of transformational leadership is very high, resulting from the very high levels of responses. The indicators *delegation, execution, transactional, social, vision, and charisma*

have very high ratings. These indicators are arranged from highest to lowest level. The very high level rating of *delegation* is suggestive of the very high use of delegation by the school heads to develop people and transformational leadership influences fairness and trust. This claim is in line with various authors (Landry, 2020; Shahin, 2021) wherein CEOs who are good at delegating increase revenue by 33%. This empowers workers, boosts morale, and increases production. Managers' use of transformational leadership behaviors as a useful strategy in creating workplace conditions promotes better safety outcomes.

The very high level of *execution* suggests that the school heads can very highly hold themselves and others accountable for establishing plans and choices. This is also in line with various authors (McKenna, 2022; Ricciardi, 2020) stating that the capacity to execute individual and organizational goals and objectives is one of the most important qualities a leader should have, along with integrity, honesty, the ability to motivate, and problem-solving skills. The ability to execute is essential for every leader. Setting expectations, developing a clear plan, giving the proper tools, and leading by example all contribute to great execution.

The very high level of *transactional* is indicative of the very high extent to which the school heads manage followers through rewards and punishment. This is aligned with various authors (Alharbi & Aljounaidi, 2021; Hanafi *et al.*, 2019) who mentioned that transactional has a strong positive correlation with the work performance of employees. Transactional and transformational leaders create the potential for employee's expected performance. Such leaders believe in the importance of promises and rewards to employees and they leaders believe in the need for a formal distribution of power.

Table 2: Level of Individual Work Performance

Indicators	Mean	SD	Descriptive Level
Task performance	4.47	0.48	Very High
Contextual performance	4.44	0.47	Very High
Counterproductive work behavior	4.50	0.46	Very High
Overall	4.47	0.43	Very High

The very high level of individual work performance resulted from the very high levels of responses. The indicators *counterproductive work behavior*, *task performance*, and *contextual performance* were arranged from highest to lowest. The very high level of *counterproductive work behavior* is suggestive of the very high extent of teacher conduct in the workplace that is often unobserved and unaccounted for. This claim is in line with various authors (Sypniewska, 2020; Zubaidah *et al.*, 2019) wherein these deliberations and conducts breach explicit and implied rules about expected behaviors within an organization, compromising the overall well-being of organizational members, and jeopardizing the interest of the organization as a whole. These behaviors result in financial, personal, and organizational costs.

Additionally, the very high level of *task performance* is indicative of the very high ability of the teachers to function based on conscientiousness. This is in line with various

authors (Gao *et al.*, 2021; Kappagoda, 2018) who stated that people with high task performance tend to also have significant conscientiousness. They are more self-controlled, more responsible, and more persistent. The confidence of the employees in their ability to organize and execute the course of action required to carry out the task has correlated significantly and positively with the behaviors directly concomitant to the completion of the job and with the extra role of supportive behaviors not directly related to the job.

The very high level of *contextual performance* suggests the very high level of expression of voluntary behavior towards the organization. This is aligned with various authors (Le Sante *et al.*, 2021; Palenzuela *et al.*, 2019) who mentioned that contextual performance acts are important because they form the organizational, social, and psychological context for task procedures as individuals contribute to organizational effectiveness by doing things that are not defined within their main functions. Individuals with job dedication have behaviors that reflect discipline, effort, and enthusiasm while at work. Individuals who are high in interpersonal facilitation are more likely to praise, comfort, and support others in the workplace.

This is aligned with various authors (Caballero & Guhao, 2020; Sarhan, Harb, Shrafat, & Alhusban, 2020) wherein the more established the relationship inside the organization is, the more professional commitment is present. Employees who are professionally committed have the tendency not to violate the policies prescribed by the organization and have good attendance at work because they see their work as an essential component of life.

Moreover, the results are in line with various authors (Caballero & Guhao, 2020; Mustafa *et al.*, 2020) who mentioned that organizational commitment is vital for all organizations. Organizational commitment has a significant impact on the school organization as a whole. It is very important since it is essential for school effectiveness and indirectly affects learning outcomes. High dedication and commitment enable schools to move successfully.

Table 3: Level of Organizational Commitment

Items	SD	Mean	Descriptive Level
Would be very happy to spend the rest of my career with my school.	0.68	4.33	Very High
Enjoy discussing different issues about my school with people outside it.	1.07	3.90	High
Really feel as if the school problems are my own.	0.84	4.05	High
Want to stay in the school that I do, and I have had other alternative opportunities.	0.74	4.11	High
Do feel like 'a part of the family' at my school.	0.61	4.39	Very High
Do feel 'emotionally attached' to this school?	0.67	4.25	Very High
Believe my school has a great deal of personal meaning for me.	0.61	4.34	Very High
Do feel a strong sense of belonging to my school.	0.60	4.37	Very High
Know what might happen if I quit my job without having another one lined up.	0.67	4.26	Very High
Would feel it is very hard for me to leave my school right now, even if I wanted to.	0.68	4.31	Very High
Would be disrupted if I decided to leave my school now.	0.71	4.21	Very High
Will lose high privileges to leave my school now.	0.73	4.19	High
Believe right now, staying with my school is a matter of necessity as much as desire.	0.69	4.22	Very High
Think that I have very few options to consider leaving my school.	0.80	4.08	High
Believe that one of the few serious consequences of leaving my school would be the scarcity of available alternatives.	0.72	4.12	High
Believe that one of the major reasons I continue to my school is that leaving would require considerable personal sacrifice, I may not match the overall benefits I have here.	0.65	4.18	High
Think that teachers these days stay from one school over the others.	0.71	4.08	High
Do believe that a person must always be loyal to his or her school.	0.73	4.25	Very High
Believe that jumping from school to school seems unethical to me.	0.98	3.83	High
Believe that one of the major reasons I continue to work in my school is loyalty, which is important, and therefore, I feel a sense of moral obligation to remain.	0.75	4.23	Very High
Believe that if I got another offer for a better job elsewhere, I would not feel it was right to leave my school.	0.83	4.02	High
Believe in the value of remaining loyal to one school.	0.75	4.16	High
Believe it is better for me to stay in this school for my career.	0.74	4.16	High
Think that working as a teacher in my school is a sensible choice.	0.64	4.29	Very High
Overall	0.55	4.18	High

Table 4.1: Significance on the Relationship between
 Transformational Leadership and Individual Work Performance

	TP	CP	CPB	Overall
CHA	0.469	0.536	0.460	0.531
	<.001	<.001	<.001	<.001
SOC	0.489	0.557	0.506	0.563
	<.001	<.001	<.001	<.001
VIS	0.495	0.570	0.465	0.555
	<.001	<.001	<.001	<.001
TRA	0.493	0.543	0.448	0.538
	<.001	<.001	<.001	<.001
DEL	0.566	0.638	0.512	0.623
	<.001	<.001	<.001	<.001
EXE	0.468	0.542	0.469	0.537
	<.001	<.001	<.001	<.001
Overall	0.540	0.614	0.520	0.607
	<.001	<.001	<.001	<.001

The correlation between the measures of transformational leadership and individual work performance revealed a significant relationship. This implies that transformational leadership is significantly correlated with individual work performance. The findings of this study are in line with the studies of various authors (Manzoor *et al.*, 2019; Mathende & Yousefi, 2021) stating that organizations that seek to remain competitive are those that are focused on improving individual work performance. While individual work performance is enhanced by transformational leadership, transformational leadership deals with change processes that transform followers' attitudes and values.

Table 4.2: Significance on the Relationship between
 Transformational Leadership and Organizational Commitment

	Organizational Commitment
CHA	0.437
	<.001
SOC	0.393
	<.001
VIS	0.335
	<.001
TRA	0.328
	<.001
DEL	0.377
	<.001
EXE	0.325
	<.001
Overall	0.399
	<.001

The correlation between measures revealed that there is a significant relationship between transformational leadership and organizational commitment. This implies that transformational leadership is positively correlated with organizational commitment. The result of the study is consistent with various authors (Cho *et al.*, 2019; Islam *et al.*, 2018; Mwesigwa *et al.*, 2020; Sahu *et al.*, 2018) who mentioned that leaders' transformational actions such as learning support is related to professional commitment. Transformational leadership has a significant influence on the development of professional commitment. Transformational leadership is also the best precursor of professional commitment.

Table 4.3: Significance on the Relationship between Organizational Commitment and Individual Work Performance

	TP	CP	CPB	Overall
Organizational Commitment	0.463	0.485	0.530	0.535
	< .001	< .001	< .001	< .001

The correlation between the measures of organizational commitment and individual work performance revealed a significant relationship. This implies that organizational commitment is positively associated with individual work performance. This claim is in line with various authors (Eliyana *et al.*, 2019; Zhenjing *et al.*, 2022) wherein there is a mediating effect of professional commitment on the relationship between leadership styles of transformational leadership with the employees' individual work performance. Employee professional commitment levels boost individual work performance in firms which enhances their commitment levels. Firms have given their employees job security to boost their dedication to the firm and efficiency. Employee individual work performance is tied to employee professional commitment.

Table 5: Regression results of the variables in the criteria of the presence of mediating effect

Type	Effect	Estimate	SE	95% C.I. (a)		β	z	p
				Lower	Upper			
Indirect	TrL \Rightarrow OrgC \Rightarrow IWP	0.102	0.0206	0.0616	0.142	0.139	4.95	< .001
Component	TrL \Rightarrow OrgC	0.371	0.0533	0.2666	0.475	0.399	6.97	< .001
	OrgC \Rightarrow IWP	0.275	0.0391	0.1982	0.352	0.348	7.02	< .001
Direct	TrL \Rightarrow IWP	0.343	0.0364	0.2722	0.415	0.468	9.44	< .001
Total	TrL \Rightarrow IWP	0.446	0.0365	0.3740	0.517	0.607	12.21	< .001

This study aimed to contribute to the literature regarding the possible mediating variable for the relationship between transformational leadership and individual work performance. Specifically, organizational commitment was investigated as a possible mediating variable that could explain the effect of transformational leadership on individual work performance. Partial mediation is found in the study, and important and significant direct effects were presented that may help in the enhancement of the existing research on transformational leadership and individual work performance. Significantly,

the present study on the relationship between transformational leadership and individual work performance has found relevance to the study of Eliyana *et al.* (2019) wherein there is a significant effect between transformational leadership and employees' individual work performance. There is also a mediating effect of professional commitment on the relationship between leadership styles of transformational leadership with the employees' individual work performance. Specifically, the current study has found that organizational commitment is a positive and significant partial mediator of transformational leadership and individual work performance and met Baron and Kenny's (1986) mediation guidelines.

In this connection, the mediation analysis involved the path between transformational leadership and individual work performance, and the path between organizational commitment and individual work performance. The findings confirmed the significant relationship between transformational leadership and individual work performance leading to support various authors of this study (Arif & Akram, 2018; Li *et al.*, 2019) who declared that transformational leadership style is widely used in organizations and it plays a significant role on individual work performance. Such leadership style impacts employee performance based on the premise that individual work performance improves organizational performance.

5. Recommendations

The researcher came up with recommendations based on the results of the study. On the very high level of transformational leadership, it is hereby recommended to maintain the continuing professional development program which may be regularly granted to school heads and even to staff who have supervisory positions to enhance their transformational leadership. This may include providing more opportunities in the conduct of training and seminars including Supervisory Development Seminar/Workshops, Organizational Leadership Training/Seminar, Training to enhance communication and IT-Led Teaching Strategies, counseling, or other trainings and seminars which will further enhance their leadership skills and learn the value of being responsible towards the quality performance of schools. Moreover, it is recommended that school principals be more compassionate and humane in dealing with teachers and non-teaching staff by displaying a sincere concern for the affective being of an individual. One-on-one dialogue, focus group discussions, and sensitivity sessions may be conducted quarterly to enable to assessment of the individual capacities of teachers and staff in the performance of their functions. Stress management seminars, spiritual activities team building sessions, and R and R activities may be conducted once a year for all concerned.

Moreover, as to the very high level of individual work performance of secondary school teachers, it is hereby recommended that both extrinsic and intrinsic motivation be applied among the teaching staff in order to improve job satisfaction and school performance. The grant of rewards, commendations, and incentives, monetary or otherwise may be continually practiced to motivate teachers and perform more in their

respective functions. In funds will warrant, benchmarking or study tours may be recommended to those deserving teachers and staff members. The school management may encourage teachers to pursue higher education either the master's or doctorate degrees by showing their support in all activities related to their studies which may include the grant of soft loans as financial assistance. This in effect may boost the morale of the teachers thus improving their work performance. Schools may also need the construction of the necessary facilitation and the management's cooperation to aid in building job satisfaction in the staff of the organization which will positively affect its performance.

The high result of organizational commitment may be improved by the continuing conduct of activities like regular meetings or dialogue with teachers, students, and parents which may allow a meaningful relationship among the stakeholders. Also, a peer performance evaluation for teachers and teacher performance evaluation to be done by the students may be a regular annual activity. The conduct of orientation (for new teachers/staff) and re-orientation for existing teachers may be conducted with emphasis on the school's direction and mandate. This is a good action as this will enable everybody to be always aware of its commitment to the school, to the students even to the parents, and to the community as a whole. The best practices of the school may be continued and if there are some deficiencies and inadequacies, then those areas may be improved or there may be room for continuing quality improvement.

The result of the partial mediating effect of organizational commitment on the relationship between transformational leadership and individual work performance is a manifestation of how the teachers are embracing the teaching job for the students and the school. The researcher may recommend a continuous adoption of activities like open communication/dialogue among the stakeholders, the introduction of some innovations in the teaching strategies, reaching out to parents to participate in school activities like reactivation of the Parents-Teachers Association, joint community outreach with the involvement of parents, teachers, and students and providing the students with some opportunities to join competitions, of all sorts, outside the school. The realization of the school's vision, mission, and goals will all depend on how school management is sensitive to the needs of the teachers and students, after all, they are the people behind the success of the school.

Future researchers may investigate other potential mediating factors that may explain the relationship between transformational leadership and the individual work performance of teachers. Consider factors such as leadership styles, organizational culture, job satisfaction, or teacher support systems. Further, other researchers may also complement quantitative research with qualitative studies to gain a deeper understanding of the experiences and perceptions of teachers.

6. Conclusion

With consideration on the findings of the study, conclusions are drawn in this section. There is a very high level of transformational leadership and individual work performance. There is a high level of organizational commitment. There is a significant relationship between transformational leadership and individual work performance. There is also a significant relationship between transformational leadership and organizational commitment and a significant relationship between organizational commitment and individual work performance. Also, there is a partial mediation on the effect of organizational commitment on the relationship between transformational leadership and individual work performance.

The findings of the study clearly confirm the notion about the mediating effect of organizational commitment on the relationship between transformational leadership and individual work performance. The findings are supported by the anchor theory, the X and Y Theory by McGregor (1957) wherein there is a vast untapped potential for employee motivation and achievement which managers could obtain with more accurate assumptions about people at work. Further, the findings of the study were substantiated by the Leadership–Membership Exchange (LMX) Theory by Dansereau *et al.* (1975), and the Theory of Organizational Commitment by Meyer and Allen (1997).

Acknowledgements

God has granted everyone with blessings, but it is a greater blessing to have people who possess a degree of wisdom that helped in the realization of this research study.

The researcher deeply appreciates the support and helpful suggestions received from the following persons:

To Dr. Raymunda L. Apostol, his adviser, for her exemplary professional assistance extended and encouragement to make this piece of work possible. To the chairman of the thesis committee, Dr. Elleine Rose E. Oliva, and the members: Dr. Mary Ann E. Tarusan, Dr. Edwin L. Nebria, and Dr. Lovella D. Serrano for their constructive comments and suggestions for the improvement of the study.

To the officers of the Department of Education particularly the Division Superintendent for permitting to conduct the study and to all the respondent-teachers who actively participated in the data gathering.

To his mother in heaven, Elsie G. Fababier, for constantly being his comfort and strength in life; his brother, Gie Mark G. Fababier, whom he can count on at all times; friends and colleagues for their selfless encouragement that made the researcher pursue higher education.

Finally, to our God Almighty, for everything that he has done for us. To Him be the Glory and honor forever.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Dolreich Jay G. Fababier is a Teacher 2 assigned at San Alfonso Elementary School, San Alfonso, Cateel, Philippines. He is a candidate for a Master of Arts in Education major in Educational Management. He is designated as the School ICT Coordinator and District Disaster Risk and Reduction Management Coordinator.

Raymunda L. Apostol (EdD) is currently a Professor, Baganga Offsite, Davao Oriental, Philippines. She is a Public Schools Supervisor, Baganga North District, Sto Nino, Lambajon Baganga, Davao Oriental, Philippines.

References

- Alessa, G. S. (2021). The dimensions of transformational leadership and its organizational effects in public universities in Saudi Arabia: A systematic review. *Frontiers in Psychology*, 12, 682092. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.682092/full>
- Alharbi, F. B. S. A., & Aljounaidi, A. (2021). Transformational leadership, transactional leadership, and employee performance. *Academic Journal of Research and Scientific Publishing* Vol, 3(29). Retrieved from <https://www.ajrsp.com/en/Archive/issue-29/Transformational%20Leadership,%20Transactional%20Leadership.pdf>
- Arif, S., & Akram, A. (2018). Transformational leadership and organizational performance. *SEISENSE Journal of Management*, 1, 59-75. <https://doi.org/10.33215/sjom.v1i3.28>
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173.
- Caballero, C. G., & Guhao Jr, E. S. (2020). Structural equation model on organizational commitment of private schools' library personnel in Region XI. *Review of Integrative Business and Economics Research*, 9, 335-381. Retrieved from http://buscompress.com/uploads/3/4/9/8/34980536/riber_9-s3_29_h19-058_335-381.pdf
- Cho Y., Shin M., Billing T. K., & Bhagat R. S. (2019). Transformational leadership, transactional leadership, and affective organizational commitment: A closer look at their relationships in two distinct national contexts. *Asian Bus. Manag.*, 18(3), 187–210. DOI: 10.1057/S41291-019-00059-1
- Creswell, J. W. (2014). *Research design, qualitative, quantitative, and mixed methods approaches* (2nd ed). London: Sage Publication.
- Dansereau Jr, F., Graen, G., & Haga, W. J. (1975). A vertical dyad linkage approach to leadership within formal organizations: A longitudinal investigation of the role making process. *Organizational Behavior and Human Performance*, 13(1), 46-78.
- Dewi, A. A. M. D., Sudja, I. N., & Yuesti, A. (2021). Role of organizational commitment on employee performance. *International Journal of Sustainability, Education, and*

- Global Creative Economic* (IJSEGCE), 4(1), 17-28. Retrieved from <https://journals.segce.com/index.php/IJSEGCE/article/view/169>
- Dhanhani, A., & Abdullah, N. H. (2022). The relationship between transformational leadership behavior, organization's mission, and employees' job performance of Abu Dhabi National Company. *Journal of Human Resources Management Research*, 1-12. Retrieved from <https://ibimapublishing.com/articles/JHRMR/2022/952320/952320.pdf>
- Eliyana, A., Ma'arif, S., & Muzzaki, M. (2019). Job satisfaction and organizational commitment affect transformational leadership toward employee performance. *European Research on Management and Business Economics*, 25(3), 144-150. Retrieved from <https://www.sciencedirect.com/science/article/pii/S2444883418300196>
- Gao, X., Chen, H., Wu, J., & Huang, J. (2021). Task performance: Report on the study of social and emotional skills of Chinese adolescents (I). *Best Evidence in Chinese Education*, 9(1), 1197-1202. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1324078.pdf>
- Hanafi, A., Wahab, Z., & Cahyadi, A. (2020). Transactional leadership and transformational leadership, their impacts on job satisfaction: Islamic banking in south Sumatra. In *5th Sriwijaya Economics, Accounting, and Business Conference (SEABC 2019)* (pp. 133-140). Atlantis Press. Retrieved from <https://www.atlantispress.com/proceedings/seabc-19/125940794>
- Haryaka, U., & Sjamsir, H. (2021). Factors influencing teachers' performance in junior high school. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(6), 2058-2071. Retrieved from <https://www.turcomat.org/index.php/turkbilmate/article/view/4810>
- Indajang, K., Halim, F., & Sudirman, A. (2021). The effectiveness of teacher performance in terms of the aspects of principal leadership, organizational culture, and teacher competence. In *2nd Annual Conference on Blended Learning, Educational Technology and Innovation (ACBLETI 2020)* (pp. 402-408). Atlantis Press. Retrieved from <https://www.atlantispress.com/proceedings/acbleti-20/125957871>
- Islam T., Tariq J., & Usman B. (2018). Transformational leadership and four-dimensional commitment: mediating role of job characteristics and moderating role of participative and directive leadership styles. *J. Manag. Dev.*, 37, 666-683. DOI: 10.1108/JMD-06-2017-0197/FULL/XML
- Kanya, N., Fathoni, A. B., & Ramdani, Z. (2021). Factors affecting teacher performance. *International Journal of Evaluation and Research in Education*, 10(4), 1462-1468. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1328059.pdf>
- Kappagoda, U. W. M. R. (2018). Self-efficacy, task performance, and contextual performance: A Sri Lankan experience. Available at SSRN 3198802. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3198802
- Khan, H., Rehmat, M., Butt, T. H., Farooqi, S., & Asim, J. (2020). Impact of transformational leadership on work performance, burnout, and social loafing: A

- mediation model. *Future Business Journal*, 6, 1-13. Retrieved from <https://fbj.springeropen.com/articles/10.1186/s43093-020-00043-8>
- Kowalczyk, D. (2018). *Descriptive research design: Definition, examples & types*. Retrieved from <https://study.com/academy/lesson/descriptive-research-design-definition-examples-types.html>
- Lai, F. Y., Tang, H. C., Lu, S. C., Lee, Y. C., & Lin, C. C. (2020). Transformational leadership and job performance: The mediating role of work engagement. *Sage Open*, 10(1), 2158244019899085. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/2158244019899085>
- Landry, L. (2020). How to delegate effectively: 9 tips for managers. *Harvard Business School Online*. Retrieved from <https://online.hbs.edu/blog/post/how-to-delegate-effectively>
- Le Sante, D. R., Eaton, A. A., & Viswesvaran, C. (2021). How contextual performance influences perceptions of personality and leadership potential. *Revista de Psicología del Trabajo y de las Organizaciones*, 37(2), 93-106. Retrieved from <https://scielo.isciii.es/pdf/rpto/v37n2/1576-5962-rpto-37-2-0093.pdf>
- Li, H., Sajjad, N., Wang, Q., Muhammad Ali, A., Khaqan, Z., & Amina, S. (2019). Influence of transformational leadership on employees' innovative work behavior in sustainable organizations: Test of mediation and moderation processes. *Sustainability*, 11, 1594. <https://doi.org/10.3390/su11061594>
- Limon, İ., & Nartgün, Ş. S. (2020). Development of teacher job performance scale and determining teachers' job performance level. *Journal of Theoretical Educational Science*, 13(3), 564-590. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1289145.pdf>
- MacKinnon, D. P. (2008). *Introduction to statistical mediation analysis*. New York: Erlbaum.
- Manzoor, F., Wei, L., Nurunnabi, M., Subhan, Q. A., Shah, S. I. A., & Fallatah, S. (2019). The impact of transformational leadership on job performance and CSR as a mediator in SMEs. *Sustainability*, 11, 436. <https://doi.org/10.3390/su11020436>
- Mathende, T., & Yousefi, M. (2021). Transformational leadership role and means efficacy on work performance under volatile uncertain complex and ambiguous environments. *Open Journal of Leadership*, 10(4), 277-299. Retrieved from <https://www.scirp.org/journal/paperinformation?paperid=113698>
- McGregor, D. M. (1957). Human side of enterprise. *Management Review* 46: 622-628.
- McKenna, H. (2022). *Leadership execution skills matter. Here are 5 ways to hone yours*. Retrieved from <https://www.soundingboardinc.com/blog/leadership-capability-execution/>
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research and application*. California: Sage publications.
- Mustafa, M. Z. B., Nordin, M. B., Razzaq, A. R. B. A., & bin Ibrahim, B. (2020). Organizational commitment of vocational college teachers in Malaysia. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(9), 5023-5029. Retrieved from <https://archives.palarch.nl/index.php/jae/article/view/4737>

- Mwesigwa R., Tusiime I., & Ssekiziyivu B. (2020). Leadership styles, job satisfaction and organizational commitment among academic staff in public universities. *J. Manag. Dev.*, 39, 253–268. DOI: 10.1108/JMD-02-2018-0055/FULL/XML
- Palenzuela, P., Delgado, N., & Rodríguez, J. A. (2019). Exploring the relationship between contextual performance and burnout in healthcare professionals. *Revista de Psicología del Trabajo y de las Organizaciones*, 35(2), 115-121. Retrieved from <https://www.redalyc.org/journal/2313/231360295008/231360295008.pdf>
- Patidar, J. (2013). *Non-experimental research design*. Retrieved from <http://www.slideshare.net/drjayesshpatidar/nonexperimental-research-design>
- Peng, S., Liao, Y., & Sun, R. (2020). The influence of transformational leadership on employees' affective organizational commitment in public and nonprofit organizations: A moderated mediation model. *Public Personnel Management*, 49(1), 29-56. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/0091026019835233>
- Ramos-Villagrasa, P. J., Fernández-del-Río, E., Koopmans, L., & Barrada, J. R. (2019). Assessing job performance using brief self-report scales: The case of the individual work performance questionnaire. *Revista de Psicología del Trabajo y de las Organizaciones*, 35(3), 195-205. Retrieved from <https://scielo.isciii.es/pdf/rpto/v35n3/1576-5962-rpto-35-3-0195.pdf>
- Ricciardi, F. (2020). *How to be more execution focus as a leader*. Retrieved from https://www.linkedin.com/pulse/how-more-execution-focus-leader-fabrizio-ricciardi?trk=read_related_article-card_title
- Sahu, S., Pathardikar, A., & Kumar, A. (2017). Transformational leadership and turnover: Mediating effects of employee engagement, employer branding, and psychological attachment. *Leadership & Organization Development Journal*, 39(1), 82-99. Retrieved from <https://www.emerald.com/insight/content/doi/10.1108/LODJ-12-20140243/full/html?fbclid=IwAR3r7WGktYSmIpSZ0y7SjXUvXskq7egp7uwu96WXVz72svE8A9VqdpJ8>
- Salkind, N., Jr. (2007). *Encyclopedia of measurements and statistics*. Retrieved from <https://dx.doi.org/10.4135/97814129526644.n439>.
- Sarhan, N., Harb, A., Shrafat, F., & Alhusban, M. (2020). The effect of organizational culture on the organizational commitment: Evidence from hotel industry. *Management Science Letters*, 10(1), 183-196. Retrieved from <http://growingscience.com/beta/msl/3400-the-effect-of-organizational-culture-on-the-organizational-commitment-evidence-from-hotel-industry.html>
- Shahin, A. I. (2021). The relationship between managerial power and transformational leadership. *Helwan University*. Retrieved from https://jces.journals.ekb.eg/article_218351_000e06c5726bff2818994a8b4f5a9ce5.pdf
- Stephanie, E. (2003). *Slovin's formula sampling techniques*. Houghton-Mifflin, New York, USA

- Sypniewska, B. (2020). Counterproductive work behavior and organizational citizenship behavior. *Advances in Cognitive Psychology*, 16(4), 321. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7809919>
- Trefry, R. G. (2017). *Research methods information: Quantitative research*. Retrieved from https://apus.libguides.com/research_methods_guide/research_methods_quantitative
- Udin, U. (2020). Transformational leadership and organizational commitment: A review of literature. *Journal of Research and Opinion*, 7(2), 2623-2626. Retrieved from <https://researchopinion.in/index.php/jro/article/view/49>
- Zhenjing, G., Chupradit, S., Ku, K. Y., Nassani, A. A., & Haffar, M. (2022). Impact of employees' workplace environment on employees' performance: A multi-mediation model. *Frontiers in Public Health*, 10, 890400. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9136218/>
- Zubaidah, M. A. S., Ng, S. I., Ho, J. A., & Murali, S. (2019). A review on counterproductive work behavior (CWB) and EVLN coping strategy model amongst flight attendants. *International Journal of Academic Research in Business and Social Sciences*, 9(10), 118-138. Retrieved from <https://pdfs.semanticscholar.org/a60c/b88cd2f832f0d43da4d886fc94dad37b8ff.pdf>

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).