

Teachers' Commitment and Leadership Behavior of Principals As Correlates of Academic Performance of Students

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Abstract This study was conducted to examine the relationship between and among students' academic performance, teachers' commitment, and leadership behavior of principals. The study revealed that both forms of leadership behavior of principals (initiating structure and consideration) affect teachers' commitment to job and commitment to organization affects. Therefore, Ha1 is accepted. The correlation between teachers' commitment and leadership behavior of principals is positive. It is only with the students' performance in Math, not in Science and English, that teachers' commitment to job and commitment to organization are correlated (negatively). Therefore, Ha2 is accepted only for the subject area Math. There exists a correlation between the performance of students in all subject areas and leadership behavior-initiating structure but not so with leadership behavior-consideration. Therefore, Ha2 is accepted only for leadership behavior-initiating structure.

Keywords: *Students' academic performance, commitment to job, commitment to organization, leadership behavior-initiating structure, leadership behavior-consideration*

1. Introduction

One of the most researched areas in the field of education is students' academic performance. Such studies investigated how certain factors that may either be school-related or student-related either predict or affect the academic performance of students. Studies could do both - prediction and association.

This study was designed to examine the relationship between and among students' academic performance and school factors that relate to teachers and school administrators, namely teachers' commitment and leadership behavior of principals.

This study attempted to find out if there is a significant relationship between leadership

behavior of principals and teachers' commitment and between both – leadership behavior of principals and teachers' commitment – and students' academic performance. The following hypotheses were set: (Ha1) There exists a correlation between teachers' commitment and leadership behavior of principals; and (Ha2) There exists a correlation between students' academic performance in Math, Science, and English and teachers' commitment and leadership behavior of principals.

2. Methods

The descriptive survey research technique was used in this study. 81 teachers, 11 school heads, and 470 students (chosen randomly from a total of 2,050) from 11 schools in an Asian country served as respondents. The instrument used to measure the level of teachers' commitment to job (TCJ) and commitment to organization (TCO) was adapted from a similar instrument designed by Barundia (1996) while the items in the questionnaire used to determine which dimension of leadership behavior the school principals exhibit were taken from the Leadership Behavior Description Questionnaire (LBDQ) – an instrument that measures two basic dimensions of leadership behavior, namely initiating structure (LBIS) or task-orientedness and consideration (LBC) or people-orientedness (Halpin, 1995). Data analysis was done using the following statistical methods: frequency, mean, standard deviation and correlation coefficient. The Statistical Package for the Social Sciences (SPSS) was used for data processing.

3. Results and Discussion

The computed means, 4.05 for commitment to job (TCJ) and 3.99 for commitment to organization (TCO), indicate that the teachers are committed to both their job and their organization although their level of commitment to job is higher than their commitment to organization.

The overall weighted mean of the principals in terms of initiating structure was 4.23 and in terms of consideration 3.89. After computing the

average mean scores in both dimensions of leadership behavior (initiating structure and consideration) for each principal and had them plotted in the LBDQ quadrant, the horizontal and vertical lines drawn intersected in quadrants 1 and 2. This means that as perceived by the teacher-respondents, their principals as leaders are either structured or dynamic, although more on the former.

The computed mean and standard deviation in Math are 20.23 and 8.35, respectively, which implies that the scores of the students in the said subject area ranges from 11.88 to 28.88. As indicated by the computed mean, the average score in Science is 16 and the standard deviation of 4.26 implies that the students have scores that fall within the range of 11.74 to 20.26. For the subject area English, the computed mean indicates that the average score in the subject is 26.66. With a standard deviation of 5.71, it implies that the 470 students have scores that fall within the range of 20.95 to 32.37.

The two forms of teachers' commitment, namely commitment to job and commitment to organization registered the highest correlation coefficient ($r=.887^{**}$). Not surprising because one complements the other meaning that when a teacher is committed to his job he is also committed to the school organization. The two forms of leadership behaviors – initiating structure and consideration – also have a relatively high correlation coefficient at $r=.733^{**}$. A leader may be perceived to be exhibiting one of the said leadership behaviors but it does not imply that the leader possesses exclusively only the characteristics of one of the two. This explains the high correlation between the two.

There exists a positive correlation between leadership behavior-initiating structure and commitment to job ($r=.166^{**}$) and commitment to organization ($r=.146^{**}$). This means that the more the principals implement structured leadership the more the teachers become committed to their job and organizations. Only teachers who are committed to job and organization will thrive in this kind of leadership.

Between leadership behavior-consideration and commitment to job ($r=-.239^{**}$) and commitment to organization ($r=-.302^{**}$) the correlation is negative. This inverse relationship indicates that the more the principals exhibit this kind of leadership the less committed to job and organization the teachers become.

A negative correlation exist between the

students' performance in Math and teachers' commitment to job ($r=-.126^{**}$) and teachers' commitment to organization ($r=-.189^{**}$). However, the size of the correlation coefficient is considered negligible. There is no correlation between student's performance in Science and English and teachers' commitment to job and commitment. Correlation analyses show no existing relationship between leadership behavior- consideration and the students' performance in Math, Science and English but with the other form of leadership behavior the results are different. Leadership behavior – initiating structure is negatively correlated with Math ($r=-.209^{**}$), Science ($r=-.094^{*}$), and English ($r=-.126^{**}$). However, the level of negative relationship is considered negligible.

4. Conclusion

The study revealed that both forms of leadership behavior of principals (initiating structure and consideration) affect teachers' commitment to job and commitment to organization affects. Therefore, Ha1 is accepted. The correlation between teachers' commitment and leadership behavior of principals is positive.

It is only with the students' performance in Math, not in Science and English, that teachers' commitment to job and commitment to organization are correlated (negatively). Therefore, Ha2 is accepted only for the subject area Math. There exists a correlation between the performance of students in all subject areas and leadership behavior-initiating structure but not so with leadership behavior-consideration. Therefore, Ha2 is accepted only for leadership behavior-initiating structure.

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