Impact of transformational leadership and school environment on organizational commitment of teachers

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Abstract
Purpose: This study investigated the influence of transformational leadership and the school environment on the organizational commitment of teachers.

Research methodology: A quantitative nonexperimental research design with multiple regression analysis was employed. Using the Raosoft calculator, 115 of the 162 public secondary teachers in Davao City were selected as respondents who rated the three adopted questionnaires.

Results: The findings revealed a high level of transformational leadership, school environment, and teachers' organizational commitment. In terms of significant relationships, both transformational leadership and the school environment were moderately positive and statistically significant. The results of the regression revealed that transformational leadership and the school environment are responsible for 46.2% of the variation in the organizational commitment of teachers. However, the results of the coefficients revealed that only the school environment could predict organizational commitment.

Limitations: This study only involved 115 respondents and used adopted questionnaires, which might be quite different from the context of the respondents.

Contribution: The results and findings of this study can be used as a basis for implementing programs and interventions to address problems with teachers' organizational commitment.

Novelty: Previous studies have only focused on some variables that influence organizational commitment, such as remoteness, emotional exhaustion, inaccessibility of healthy and sufficient school accommodations, and lack of local community linkages without a clear theoretical framework. Fortunately, this study explored other relevant factors, such as leadership and the school environment, as predictors of organizational commitment by establishing related theories to strongly support these variables with corresponding indicators.

Keywords: *organizational commitment, school environment, transformational leadership*

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1. Introduction

Teachers' organizational commitment is a key factor in realizing educational aspirations since teachers are considered resources at the forefront of a nation's educational development. In fact, several studies

revealed that organizational commitment has a huge influence on the organization as a whole (Ahad, Mustafa, Mohamad, Abdullah, & Nordin, 2021). According to Bogler and Berkovich (2022), commitment is indicated by affective, continuance, and normative commitment. Theoretically, Meyer and Allen (1991) described affective commitment as the emotional attachment to the organization, while normative commitment is the obligation associated with perceived normative pressures imposed on employees to behave according to the organizational goals and remain with the organization. On the other hand, continuance commitment derives from being mindful of the costs and penalties associated with leaving an organization.

Despite the multiple dimensions of commitment, Ucar and Dalgic (2021) broadcast that there are some factors that influence teachers' organizational commitment, such as school principal leadership, as it affects all school activities. In addition, they also recommended that the school environment be designed in a way that encourages teachers' participation, support, and healthy communication. These findings indicate that leadership and school environments have an impact on teachers' organizational commitment.

In terms of leadership, Sunaengsih, Komariah, Kurniady, Suharto, Tamam, and Julia (2021) reported that several studies have described transformational leadership as successful leadership that leads institutions to promote changes to be better. This type of leadership has four elements: idealized influence, intellectual stimulation, individual consideration, and inspirational motivation. According to Farnsworth et al. (2021), idealized influence describes managers who are exemplary role models for associates; intellectual stimulation pertains to managers who promote critical thinking and problem solving to improve the organization; individualized consideration refers to managers who encourage associates to reach goals that help both the associates and the organization; and inspirational motivation describes managers who motivate associates to commit to the vision of the organization.

In addition to transformational leadership, the school environment also plays a significant role in developing teachers' organizational commitment. Rhman and Khan (2022) reiterated that the school or work environment described a set of standard procedures, policies, and practices followed by the organization to provide a supportive environment for employees to achieve the desired objectives. Thus, it further covers relationships with colleagues in the workplace. Undeniably, an effective climate intensifies organizational commitment.

According to Prado (2022), as cited in Barkley et al. (2014), the school climate or environment is dependent on the five factors that influence it. These involve collaboration, student relations, resources, decision making, and instructional innovation. Previously, Western Governors University (2021) stressed that Connectivism Theory supported these indicators for the school environment by highlighting the role of collaboration (group relations and discussion), student relations (socialization), decision-making (viewpoints and perspectives for problem-solving), school resources, and innovation (social media, online networks, blogs, information databases, and technology).

Teachers' organizational commitment remains an issue even today. Earlier, Wullur and Werang (2020) reported that teachers' organizational commitment was low given the factors affecting it, such as teachers' working conditions, such as remoteness, emotional exhaustion, inaccessibility of healthy and sufficient school accommodations, and lack of community linkages. However, they only focused on emotional exhaustion, among other equally important factors, that influence teachers' commitment. In order to fill the gap on the lack of study, it is better to explore other relevant working conditions like leadership and school environment as predictors of organizational commitment.

Citing other research gaps, the researchers discovered that Ali and Saleh (2021) conducted a study on the contribution of principals' transformational leadership and school climate to elementary teachers' performance through work motivation. However, the study did not present a theoretical framework that could support the relationship between the variables. The indicators for each variable are not clearly enumerated or explained. Besides, findings of their study only revealed that transformational leadership

and school climate have positive relationship with teachers' work motivation without specifying the extent whether they have "moderate" or "high" positive relationship.

Moreover, knowing the elementary teachers' work motivation, it is interesting to focus on the organizational commitment of secondary teachers, which also covers work motivation. To fill the theoretical and knowledge gaps above, this study aimed to examine the impact of transformational leadership and the school environment on the organizational commitment of secondary teachers by establishing related theories that would strongly determine the indicators and comprehensively present the extent of the variable relationships.

Although numerous studies have independently explored the role of transformational leadership or the school environment in organizational commitment, there is still a major gap in the literature on the combined impact of these two factors. In fact, Kenneth, George, and Elizabeth (2020) only studied the effect of principals' transformational leadership practices on teachers' commitment in public secondary schools which disclosed positive relationship. Algohani and Mydin (2022) also investigated the influence of transformational leadership alone on teachers' organizational commitment without including the working environment as independent variable even if they recognized its important role. Recently, Sitompul and Tung (2023) studied many factors that increase commitment, such as transformational leadership, learning organization, and the motivation of 40 teachers only. This study needs to be supported to further confirm the findings in today's context with a larger sample to suffice quantitative study.

Examining how transformational leadership and the school environment combine to affect organizational commitment levels can be very helpful in understanding how leadership practices and the school context influence the organizational commitment of teachers. Educational leaders and administrators must have a thorough understanding of this interplay to create effective measures that encourage organizational commitment and enhance overall educational achievements.

In response to the aforementioned research gaps and the immediate need to fill them, the present quantitative research study aims to explore the impact of transformational leadership and school environment on the organizational commitment of teachers. By analyzing the two components simultaneously, this study intends to provide a thorough understanding of the combined impacts and provide insights into the underlying mechanisms by which transformational leadership and school environment influence organizational commitment. The findings of this study can improve leadership development programs, school policies, and practices that provide a supportive and motivating atmosphere for teachers, ultimately boosting organizational commitment and encouraging educational success.

1.2. Theoretical framework

This study adhered to John Meyer and Natalie Allen's (1991) three-component model of commitment. The model explains that commitment to an organization is a psychological state. It has three distinct components that affect how employees feel about the organization in which they work. The three components are affection for the job (affective commitment), fear of loss (continuance commitment), and sense of obligation to stay (normative commitment). In this study, teachers manifest the three components of organizational commitment. However, some factors might influence it, such as transformational leadership and school environment. Hence, this study aimed to determine the impact of these factors on their organizational commitment.

In addition, this study is anchored in the Self-Determination Theory of Deci and Ryan (1985). This theory establishes the types and qualities of motivation as intrinsic or extrinsic. Intrinsic motivation comes from within individuals, and generally promotes well-being. On the other hand, extrinsic motivation generally comes from outside the individual and contributes to well-being (Ford, 2017). Given these sources of self-determination, it can be noted that there are some factors that influence people's determination or commitment to organization.

Moreover, this study cohered with Transformational Leadership Theory, which was first introduced by James MacGregor Burns in 1978. According to Burns (1978), transformational leadership is a process in which leaders and followers help each other boost the level of morale and motivation. He further expanded this theory by emphasizing four elements: individualized consideration, in which the leader attends to each follower's needs; intellectual stimulation, or the degree to which the leader solicits followers' ideas; inspirational motivation, in which the leader articulates a vision that is appealing and inspiring to followers; and idealized influence, which provides a role model for high ethical behavior. Relating the theory to this study, school heads' transformational leadership might influence the organizational commitment of teachers, as it has the power to change their aspirations and perceptions toward work.

Further, this study is anchored in behaviorism, which was formally established by John B. Watson in 1913 (Watson, 1913). This theory of learning is based on the idea that all behaviors are acquired through conditioning, which occurs through interaction with the environment. Behaviorists further believe that environmental stimuli shape people's actions (Cherry 2022). In this study, teachers' interactions with their school environment might have influenced their behavior, which can be represented by their organizational commitment.

Finally, this study is greatly associated with Connectivism Learning Theory, which was first introduced by George Siemens and Stephen Downes in 2005. This suggests that individuals should combine their thoughts, theories, and general information in a useful manner. Basically, this theory promotes group collaboration and discussion, allows different viewpoints and perspectives when it comes to decision-making, problem-solving, and making sense of information (Western Governors University, 2021). Undeniably, the combination of knowledge through connectivism covers all the components of the school environment, such as collaboration, student relations, school resources, decision-making, and instructional innovation, which affect teachers' organizational commitment.

1.3. Conceptual Framework

This study aimed to examine the influence of two independent variables, transformational leadership (x_1) and school environment (x_2), on the dependent variable, organizational commitment of teachers (y). Transformational leadership (x < on >) is indicated by four elements: idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation. Idealized influence describes managers who are exemplary role models for associates; intellectual stimulation pertains to managers who promote critical thinking and problem solving to improve the organization; individualized consideration refers to managers who encourage associates to reach goals; and inspirational motivation describes managers who motivate associates to commit to the organization's vision (Farnsworth et al., 2021).

In terms of school environment (x_2), this involved five dimensions, namely, collaboration, student relations, school resources, decision-making, and instructional innovation, based on the Revised School-Level Environment Questionnaire (SLEQ), a valid and reliable instrument to measure teachers' perceptions of their school environment. This shorter questionnaire had already tested 2,558 teachers in elementary, middle, and high schools across a large urban school district in the southwestern United States as part of a larger survey. Connectivism Theory also supports these indicators for the school environment by highlighting the role of collaboration (group relations and discussion), student-relations (socialization), decision-making (viewpoints and perspectives for problem-solving), school resources, and innovation (social media, online networks, blogs, information databases, and technology).

Regarding the dependent variable, teachers' organizational commitment (y), three components emerged: affective commitment, continuance commitment, and normative commitment. These components measure organizational commitment. Affective commitment refers to an individual's emotional attachment to the organization, normative commitment reflects an individual's sense of moral obligation to remain with the organization, and continuance commitment is based on an individual's recognition of the costs associated with leaving the organization (Nazneen & Miralam, 2017). With these theories and definitions, there might be an impact of two independent variables: transformational

leadership (x_1) and school environment (x_2) on the dependent variable: teachers' organizational commitment (y). Figure 1 illustrates the conceptual framework of the study.

Transformational Leadership
- idealized influence
- intellectual stimulation
- individualized consideration
- inspirational motivation

School Environment
- collaboration
- student relations
- school resources
- decision-making
- instructional innovation

Teachers' Organizational Commitment
- affective commitment
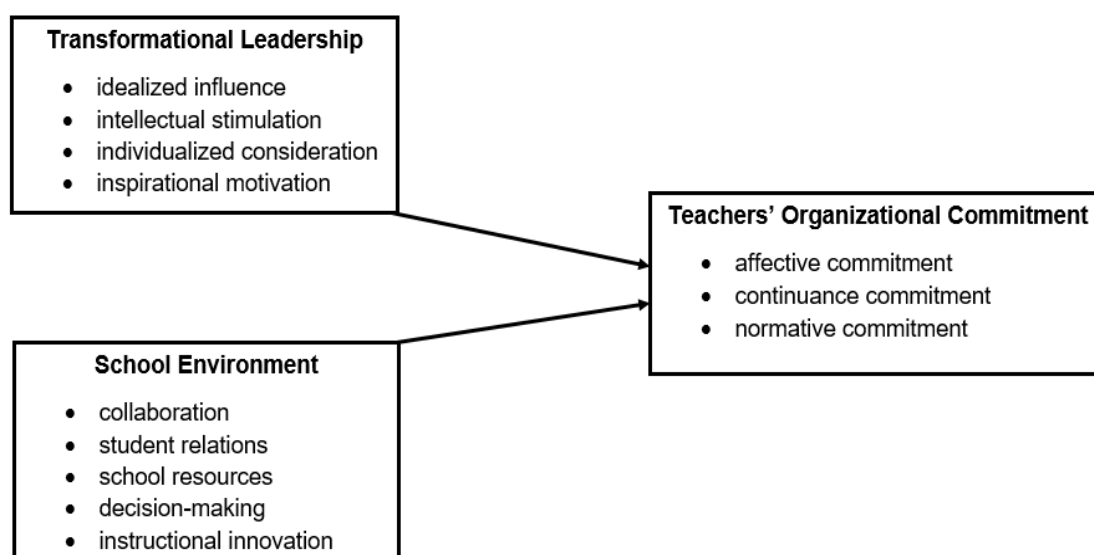- continuance commitment
- normative commitment

Figure 1: Conceptual Framework of the study

1.4. Research Objectives

The study identified the impact of two independent variables, transformational leadership (x_1) and school environment (x_2), on the dependent variable, organizational commitment of teachers (y). The following questions were considered for thorough discussion:

1. What is the demographic profile of the respondents when grouped in terms of
   1.1 sex;
   1.2 age;
   1.3 work experience; and
   1.4 marital status?
2. What is the level of transformational leadership of school heads in terms of:
   2.1 idealized influence
   2.2 intellectual stimulation
   2.3 individualized consideration; and
   2.4 inspirational motivation?
3. What is the school environment level in terms of
   3.1 collaboration;
   3.2 student relations;
   3.3 school resources;
   3.4 decision-making; and
   3.5 instructional innovation?
4. What is the level of teachers' organizational commitment in terms of
   4.1 affective commitment;
   4.2 continuance commitment; and
   4.3 normative commitment?
5. A significant relationship exists between
   5.1 transformational leadership and organizational commitment?
   5.2 school environment and organizational commitment?
6. Do transformational leadership and the school environment significantly impact teachers' organizational commitment?

1.5. Null Hypotheses
1. There is no significant relationship between transformational leadership and teachers' organizational commitment.
2. There is no significant relationship between the school environment and teachers' organizational commitment.
3. Transformational leadership and the school environment had no significant impact on teachers' organizational commitment.

2. Research Methodology
2.1. Research Design
A quantitative non-experimental research design with regression analysis was employed to describe the relationship between the variables. According to Bhandari (2022), quantitative research is the process of gathering and analyzing numerical data. It can be used to determine patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. The descriptive correlation method is an appropriate tool for identifying the significant relationships. In correlational research, the relationships between the studied variables can be investigated.

Applying the quantitative non-experimental research design in this study, the researchers examined the significant relationship between transformational leadership and organizational commitment, the significant relationship between the school environment and organizational commitment, and the significant impact of transformational leadership and the school environment on teachers' organizational commitment.

2.2. Research Locale
The selected public secondary teachers from a public school in the Division of Davao City were involved in this study. This school was chosen for a quantitative study given its larger population that could cater to respondents by grade level. Junior and senior high schools were both established in this school (see Figure 2).
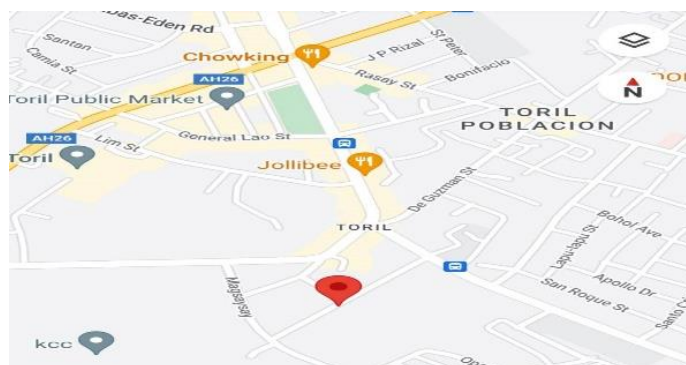

Figure 2. Research Locale
Source: Google Map (2023)

2.3. Respondents of the Study
The selected public secondary teachers from a public school in the Division of Davao City were included as respondents in this study. Teachers were chosen because they could better rate the transformational leadership of their school heads and the school environment to determine their influence on their organizational commitment. Teachers' participation was required for the questionnaires.

2.4. Sampling Techniques
The school has 162 teachers. Using the Raosoft calculator to determine the minimum sample size required, 115 teachers were selected. Stratified random sampling was used to select participants. According to Hayes (2022), stratified random sampling involves the division of a population into smaller subgroups known as strata. In stratified random sampling, researchers form strata based on the

individuals' shared attributes or characteristics. This school has smaller subgroups with six (6) grade levels: grades 7, 8, 9, 10, 11, and 12. Respondents from each grade level were randomly selected. A total of 115 respondents were included in this study.

2.5. Statistical Treatments

Because the study applied multiple regression analysis, the following statistical tools or techniques with certain purposes were applied by the researchers in this study.

The mean is the most commonly used measure of the central tendency by obtaining the average. This is computed by adding the values of the data and dividing them by the total number of values (Frost, 2023). Basically, this tool was utilized in the study as researchers initially obtained the average score of each variable: transformational leadership, school environment, and teachers' organizational commitment to identify the level of these variables with corresponding indicators. Other statistical tools were applied to obtain the mean.

Standard Deviation is a useful measure of spread for normal distributions. The standard deviation is the average amount of variability in a dataset. This indicates how far each value lies from the mean (Bhandari, 2022). This was used to determine how dispersed the data were in relation to the mean.

The Pearson Correlation Coefficient is the most common method for measuring a linear correlation. It is a number between –1 and 1 that measures the strength and direction of the relationship between two variables (Turney, 2022). In utilizing this, the researchers determined the significant relationship between transformational leadership and organizational commitment and the relationship between school environment and organizational commitment.

Multiple Regression Analysis was used to estimate the relationship between two or more independent variables and one dependent variable (Bevans 2022). This was employed by the researchers to examine the influence of two independent variables, transformational leadership (x_1) and school environment (x_2), on the dependent variable, organizational commitment (y).

2.6. Data Collection Procedure

A systematic procedure for gathering data is also observed in this study. First, a letter to the school head was sent to ask permission for the conduct of the study. Informed consent forms were distributed to the respondents upon approval. The questionnaires were then personally distributed and administered by the researchers. The data were then retrieved, collected, tallied, tabulated, and interpreted confidentially.

2.7. Research Instrument

Three questionnaires were administered to examine the impact of transformational leadership (x < B-) and school environment (x_2) on teachers' organizational commitment (y). The questionnaire for transformational leadership (x_1) was adopted from the study by Sunaengsih et al. (2021) on the Transformational Leadership Survey. This questionnaire was composed of 34 item statements with four elements, of which seven (7) were for idealized influence; five (5) for intellectual stimulation (11) for individual consideration, and eleven (11) for inspirational motivation.

The questionnaire for the school environment was adopted from Johnson et. al (2007) on the validity of the Revised School Level Environment Survey (SLEQ). This questionnaire was valid and reliable, since it was already tested on 2,558 teachers in elementary, middle, and high schools across a large urban school district in the southwestern United States as part of a larger survey. The questionnaire contained 21 item-statements with five dimensions, of which six (6) were for collaboration, (4) for student relations, (4) for school resources, (3) for decision-making, and four (4) for instructional innovation.

In terms of teachers' organizational commitment, the research instrument from the study of Tadesse (2019) on teachers' organizational commitment at secondary schools in Addis Ababa, Ethiopia, was adopted. This contained 21 items with three (3) indicators, of which eight (8) were for affective

commitment, (7) for continuance commitment, and six (6) for normative commitment. Three questionnaires were distributed to each respondent to examine the impact of transformational leadership (x_1) and school environment (x_2) on teachers' organizational commitment (y).

2.8. Ethical Considerations

In conducting this study, ethical considerations were considered. These issues include informed consent, confidentiality, justice, and conflicts of interest.

Informed Consent is the process of obtaining consent by making it voluntary, informing the respondents about the questions or topics, and involving persons who are competent to provide consent. Hence, to participate in a research study, respondents need to have information about the research, comprehend the information, and have the freedom of choice to decide whether to participate or decline (Arifin, 2018).

In this study, the respondents agreed to participate after a thorough explanation of the research process was obtained. Researchers informed them of what would be asked, how the data would be used, and what (if any) consequences there could be. A letter of consent was sent to the respondents through Messenger and face-to-face modes. The researchers waited for their approval to participate in the study without any harm or pressure.

Confidentiality refers to a condition in which the researchers know the identity of a research subject, but take steps to protect his/her identity from being discovered by others. Maintaining confidentiality is a key measure for ensuring the protection of private information (Fleming & Zegwaard, 2018). In this study, the identity of the respondents was kept confidential by protecting their names and school names.

The principle of justice refers to equal share and fairness. One of the crucial and distinctive features of this principle is avoiding exploitation and abuse of respondents (Orb, Eisenhauer, & Wynaden, 2001). In collecting data, the convenience time of the respondents was respected without forcing or abusing them to answer the questionnaires, despite their inconvenience.

Conflicts of interest occur when researchers have coexisting personal, financial, political, and academic interests that may influence the study (Fleming & Zegwaard, 2018). To avoid this, the researchers positioned themselves outside of the respondents' responses. They were not involved in the study to make it an objective.

3. Results and Discussions

3.1 Demographic Data of Respondents

The goal of this study was to determine the impact of transformational leadership and the school environment on teachers' organizational commitment. The respondents were public secondary school teachers. There were 25 (21.7%) male teachers and 90 (78.3%) female teachers were able to complete the survey. Therefore, 115 complete cases were included in the analysis. Table 1 presents the demographic data.

Regarding age, the majority (35) of respondents were 41–50 years old (30.4 %). This was followed by 33 teachers aged 31 to 40 years (28.7%), 27 teachers aged between 20 and 30 years (23.5%), and 20 of them aged 51 years (17.4%). In terms of work experience, 49 (42.6%) teachers had been teaching for over 10 years. This was followed by 26 teachers (22.6%), who had taught for four to six years, 23 teachers (20%) for seven to nine years, and 17 teachers (14.8%) who had been teaching for one to three years. Regarding marital status, 67 (58.3%) teachers were married, 38 (33%) were single, and 10 (8.70%) were widows.

Table 1. Teachers' demographic data

Description	Group	Frequency	Percent
Sex	Male	25	21.7

	Female	90	78.3
Age	20 to 30 years old	27	23.5
	31 to 40 years old	33	28.7
	41 to 50 years old	35	30.4
	51 years old and above	20	17.4
Work Experience	1 to 3 years	17	14.8
	4 to 6 years	26	22.6
	7 to 9 years	23	20.0
	10 years and above	49	42.6
Marital Status	Single	38	33.0
	Married	67	58.3
	Widow	10	8.7

Source: Processed data by SPSS (2023)

3.2 Transformational Leadership Level

In terms of the level of transformational leadership of school heads, Table 2 shows the descriptive statistics for TL, which revealed an overall mean score of 4.14 (SD=.794). This shows a highly positive perception of TL among the teachers. Idealized Influence had the highest mean value of 4.35 (SD=.654), followed by inspirational motivation ($\bar{x}$=4.18, SD=.906), individual consideration ($\bar{x}$=4.09, SD=.865), while intellectual stimulation had the lowest mean value of 3.87 (SD=.869). The findings further revealed that transformational leadership often manifested on about 7-8 out of 10 occasions.

Table 2. Descriptive statistics for transformational leadership

	N	Minimum	Maximum	Mean	Std. Deviation	Description
Idealized Influence	115	2.00	5.00	4.35	.654	High
Intellectual Stimulation	115	1.80	5.00	3.87	.869	High
Individual Consideration	115	1.36	5.00	4.09	.865	High
Inspirational Motivation	115	1.36	5.00	4.18	.906	High
Overall	115	1.62	5.00	4.14	.794	High

Source: Processed data by SPSS (2023)

This result further implies that the school leader effectively communicates, supports, and inspires resilience among teachers. Indeed, Transformational Leadership Theory is applicable in this study. Result agrees also with the findings of Mansor, Abdullah, and Jamaludin (2021) which revealed that the overall level of transformational leadership was high (M = 4.077, SD = 0.533). Ali and Saleh (2021) found that the level of transformational leadership was high. Generally, school heads demonstrate this type of leadership.

3.3 School Environment Level

The overall mean value of the school environment was 3.77 (SD=.617), which shows that the teachers esteemed a high level of school environment. Instructional innovation has the highest mean value ($\bar{x}$=4.20, SD=.653), followed by collaboration ($\bar{x}$=4.17, SD=.679), decision making ($\bar{x}$=3.54, SD=.866), student relations ($\bar{x}$=3.51, SD=.803), and school resources ($\bar{x}$=3.17, SD=.837). The findings further revealed that the school environment manifested to a large extent. Table 3 presents relative statistics.

Table 3. Descriptive statistics for school environment

	N	Minimum	Maximum	Mean	Std. Deviation	Description
Collaboration	115	1.17	5.00	4.17	.679	High
Student Relations	115	1.00	5.00	3.51	.803	High
School Resources	115	1.00	5.00	3.17	.837	Moderate
Decision Making	115	1.33	5.00	3.54	.866	High
Instructional Innovation	115	1.75	5.00	4.20	.653	High
Overall	115	1.38	5.00	3.77	.617	High

Source: Processed data by SPSS (2023)

The results indicated that teachers' perceptions of the school environment were highly evident. This means that the overall quality and effectiveness of the educational setting, including various factors that contribute to a positive learning environment, are high. Hence, the Connectivism Learning Theory, which supports the indicators of the school environment, is highly evident. This finding is also complemented by the study of Rani and Ganesan (2019), who broadcast a high-level school environment in secondary schools. Instructional innovation had the highest mean value, indicating that teachers were able to explore and integrate innovative practices, technologies, and pedagogical approaches in teaching and learning processes. To further confirm the high school environment level, Ali and Saleh (2021) revealed that the school climate or environment was high. Hence, the teachers perceived several components of the school environment.

3.4 Teachers' Organizational Commitment Level
Table 4 shows the levels of teachers' OC. The overall mean value of TOC is $\bar{x}$=3.79 (SD=.687) which depicts a high organizational commitment among teachers. Among the three indicators of teachers' organizational commitment, affective commitment had the highest mean value of 4.00 (SD=.729), followed by normative commitment with 3.70 (SD=.825). Continuance commitment had the lowest mean value of 3.64 (SD=.764). This means that teachers' organizational commitment is largely manifested by teachers.

Table 4. Descriptive statistics for teachers' organizational commitment

	N	Minimum	Maximum	Mean	Std. Deviation	Description
Affective Commitment	115	1.75	5.00	4.00	.729	High
Continuance Commitment	115	1.00	5.00	3.64	.764	High
Normative Commitment	115	1.00	5.00	3.70	.825	High
Overall	115	1.29	5.00	3.79	.678	High

Source: Processed data by SPSS (2023)

The results further indicate that teachers have a high level of dedication, loyalty, and attachment to their educational institutions. This reflected their willingness to exert effort, go above and beyond their job responsibilities, and remain with the organization over time. The findings also revealed that teachers had the highest scores for affective commitment. Therefore, Meyer and Allen's (1991) three-component model of commitment is highly evident in this study. Similarly, Mansor et al. (2021) reported a high level of teacher commitment to work. Similarly, Özkaya and Aking (2023) publicized a high level of

organizational commitment among middle and high school teachers. This implies that teachers are more engaged, motivated, dedicated, and tend to contribute positively to school culture, collaborate with colleagues, and actively participate in school initiatives and activities.

3.5 Significant Relationship between Transformational Leadership and School Environment on Organizational Commitment of Teachers

This study aimed to examine the association among research variables such as transformational leadership, school environment, and teachers' organizational commitment. The Pearson product correlation of teachers' organizational commitment and transformational leadership was moderately positive and statistically significant (r=.461, p<.05). Hence, Hypothesis 1 was rejected. This indicates that an increase in transformational leadership leads to higher organizational commitment among teachers.

Similarly, the Pearson product correlation of teachers' organizational commitment and school environment was moderately positive and statistically significant (r=.679, p<.05). Thus, Hypothesis 2 is rejected. This implies that an increase in school environment factors results in higher organizational commitment. Table 5 presents the correlation analysis of the variables.

Table 5. Correlation analysis

		Teachers' Organizational Commitment	Transformational Leadership	School Environment
Teachers' Organizational Commitment	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	115		
Transformational Leadership	Pearson Correlation	.461**	1	
	Sig. (2-tailed)	.000		
	N	115	115	
School Environment	Pearson Correlation	.679**	.673**	1
	Sig. (2-tailed)	.000	.000	
	N	115	115	115

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Processed data by SPSS (2023)

The study discovered that higher levels of transformational leadership were positively associated with higher levels of organizational commitment among teachers. Indeed, Transformational Learning Theory and Behaviorism were confirmed in this study by claiming that transformational leadership and school environment have a significant relationship with the organizational commitment of teachers. This is true even in the previous international studies conducted by Lai, Luen, Chai, and Ling (2014) and Feizi, Ebrahimi, and Beheshti (2014) which confirmed that transformational leadership has a positive relationship with the affective teachers' commitment. Gyeltshen (2019) pointed out a positive and significant relationship between principals' transformational leadership and teachers' commitment to secondary schools.

Another research by Tewodros (2019) also indicated a similar positive and strong relationship between transformational leadership styles and teachers' organizational commitment, such as affective, continuance, and normative commitment. Transformational leaders are necessary to develop an innovative and inventive culture in an educational environment that is constantly changing. They encourage teachers to experiment with new pedagogical approaches, utilize technology, and modify teaching strategies to meet the diverse needs of students (Dawson, 2020).

The positive relationship results are also consistent with the findings of other scholars. For instance, research has shown a positive relationship between transformational leadership and teachers' commitment (Lerra, 2021). This was supported by Setyaningsih and Sunaryo (2021), who reported that teachers' commitment could be increased by strengthening transformational leadership. Moreover, Firmansyah, Prasojo, Jaedun, and Retnawati (2022) publicized that transformational school leadership positively influenced teachers' commitment. Kılınç, Polatcan, Savaş, and Er (2022) also revealed that teachers' organizational commitment is significantly related to transformational leadership.

The results also revealed that the relationship between the school environment and teachers' organizational commitment was moderately positive and statistically significant. This finding is in line with the previous research of Dinham (2018), in which teachers felt supported in their pursuit of greatness when schools placed a high priority on professional development, promoted innovation, and offered opportunities for reflection and evaluation. Teachers can thrive and remain committed to an environment that fosters high morale, supportive relationships, and a focus on student well-being (Tait & Pincus, 2018).

To further support this, Sitompul and Tung (2023). revealed that transformational leadership and learning organization had a positive relationship with the organizational commitment of SIS South Jakarta teachers. This indicates that as transformational leadership and the learning organization or environment increase, teachers' organizational commitment also increases. Hence, a positive relationship between the two independent variables and the dependent variable was confirmed.

3.6 Significant Impact of Transformational Leadership and School Environment on Organizational Commitment of Teachers

The impact among variables has been examined through regression that was hypothesized through $H_{0\ 3}$. The regression results show that transformational leadership and the school environment are reponsible for 46.2% of the variation in teachers' organizational commitment. This means that there were still 53.8% of the variations that occurred in teachers' organizational commitment that could be explained by other factors aside from transformational leadership and the school environment. Other factors were not included in the present study. Other factors may include promotion, salary, benefits, designations, etc.. Table 6 presents a summary of the regression analysis model.

Table 6. Regression analysis (Model summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679[a]	.462	.452	.50192

a. Predictors: (Constant), School Environment, Transformational Leadership
B. Dependent Variable: Teachers' Organizational Commitment
Source: Processed data by SPSS (2023)

The results show that teachers' organizational commitment is dependent on transformational leadership and school environment. The findings show that 46.2% of the variance is accounted for in teachers' organizational commitment by transformational leadership and school environment. Accordingly, Hu, Li, and Zhu (2018) reported that when leaders exhibit transformational leadership characteristics such as providing vision, support, and opportunities for professional development, teachers are more likely to feel valued and committed to the school. Similarly, when teachers have a sense of community, trust, and mutual support within their professional networks, they are more likely to be committed to an organization (Chen, Chen, Chen, & Lin, 2020).

The dependent variable (teachers' organizational commitment) was regressed on the predictive variables of transformational leadership and the school environment. Table 7 presents the results of the regression analysis. The results confirmed that the independent variables significantly influenced teachers' organizational commitment, $F_{(2,112)} = 48.031$, p<.05, which indicates that the two factors

under study have a significant impact on teachers' organizational commitment. However, this finding is only based on the model of transformational leadership and school environment combined, without specifying which of these independent variables could predict teachers' organizational commitment. This is explained by the coefficients in the next table.

Table 7. Regression analysis (ANOVA)

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.201	2	12.100	48.031	.000[b]
	Residual	28.216	112	.252		
	Total	52.417	114			

a. Dependent Variable: Teachers' Organizational Commitment
B. Predictors: (Constant), School Environment, Transformational Leadership
Source: Processed data by SPSS (2023)

Research question 6 aimed to identify whether independent variables can predict teachers' organizational commitment. The coefficients were further assessed to ascertain the influence of each factor on the dependent variable. The results revealed that transformational leadership had no significant impact on teachers' organizational commitment (β=.007, t=0.82, p=.935). However, the school environment had a significant and positive impact on teachers' organizational commitment (β=.741, t=7.196, p<.05). This means that the school environment can predict teachers' OC. An increase in the school environment variable by one unit results in an increase in teachers' organizational commitment by 0.741 units. Table 8 presents the results of the regression analysis (coefficients).

Table 8. Regression analysis (Coefficients)

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.973	.299		3.252	.002
	Transformational Leadership	.007	.080	.008	.082	.935
	School Environment	.741	.103	.674	7.196	.000

a. Dependent Variable: Teachers' Organizational Commitment
Source: Processed data by SPSS (2023)

The results further imply that the only strong predictor in the model is school environment. Behaviorism Theory is confirmed in this study, as it proposes that people's behavior or commitment is greatly influenced by their interaction with the environment. Zhu, Guo, and Hu (2019) found that teachers are more committed to the school when they perceive that their personal values align with those of the organization, when they have a favorable perception of their work environment, and when they are satisfied with their employment.

However, transformational leadership cannot predict teachers' organizational commitment. This finding debunked the study by Mansor et al. (2021), which proved that transformational leadership was a significant predictor of commitment. The result is not also consistent with the latest study of Metaferia, Baraki, and Mebratu (2023) where they found out that transformational leadership is a significant predictor of teachers' organizational commitment.

4. Conclusion

This section presents conclusions drawn from the implications of the data, limitations, and recommendations advanced by the researchers.

4.1. Conclusions

Based on the findings of this study, the following conclusions were drawn.

The level of transformational leadership with corresponding indicators such as idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation was high. This means that transformational leadership often manifested on about 7-8 out of 10 occasions.

The level of school environment, which involved five dimensions: collaboration, student relations, school resources, decision-making, and instructional innovation, was high even though the level of school resources was only moderate. This indicates that the school environment has manifested to a large extent. Teachers strongly agreed on the existence of these factors in the school environment.

The level of teachers' organizational commitment with three components, namely affective commitment, continuance commitment, and normative commitment, was high. This shows that teachers' organizational commitment is manifested to a large extent. This further conveys that those teachers highly agreed on the presence of organizational commitment, as they felt emotional attachment to the organization, a sense of moral obligation to remain with the organization, and recognition of costs associated with leaving the organization.

In terms of significant relationships determined by the Pearson product correlation, both transformational leadership and school environment were found to be moderately positive and statistically significant. With a moderate relationship, it can be noted that the relationship was not very strong. Nonetheless, this shows that an increase in transformational leadership leads to higher organizational commitment among teachers. Similarly, an increase in school environment factors would result in higher organizational commitment of teachers. Therefore, these two independent variables had a positive relationship with teachers' organizational commitment.

Concerning the significant impact of transformational leadership and school environment on the organizational commitment of teachers, the results of the regression revealed that transformational leadership and school environment are responsible for 46.2% of the variation in organizational commitment. This means that there were still 53.8% of the variations that occurred in organizational commitment that could be explained by other factors aside from transformational leadership and school environment. Other factors were not included in the present study. Other factors may include promotion, salary, compensation, designation, etc.

In terms of the regression results on the impact of combined transformational leadership and school environment, the findings confirmed that these independent variables significantly influenced the organizational commitment of teachers. However, this result is only based on the mixed model of transformational leadership and school environment without specifying which of these independent variables could really predict organizational commitment. In determining which of those independent variables could really predict organizational commitment, results from the coefficients revealed that only the school environment can predict the organizational commitment of teachers. An increase in the school environment variable by one unit results in an increase in organizational commitment by 0.741 units. On the other hand, transformational leadership cannot predict teachers' organizational commitment.

4.2. Limitations

This study included only 115 respondents from a public secondary school in Davao City. It would be better to involve more elementary and secondary schools in order to gather rich data. Despite this limitation, the researchers were able to provide relevant literature reviews that strongly support the findings of the study to make generalizations for larger contexts. Hence, the results of this study can be utilized to examine the impact of transformational leadership and school environment on the

organizational commitment of teachers in general. Researchers also used adopted questionnaires, which might be quite different from the context of the respondents. A few items were unfamiliar to them. Nonetheless, researchers still gained the necessary data to present and discuss the findings.

4.3. Suggestions

With a high level of transformational leadership and the school environment, teachers are encouraged to further respect school leaders' transformational leadership to increase their organizational commitment. In addition, they might also establish good collaboration between teachers and students by respecting and supporting one another. They can also utilize school resources efficiently and appropriately to achieve good outcomes. They may also open their minds and participate actively in school activities to be involved in decision-making and instructional innovation.

Given the moderately positive relationship between transformational leadership and the school environment and teachers' organizational commitment, school administrators are encouraged to demonstrate this kind of leadership to foster teachers' organizational commitment. They can serve as exemplary role models for teachers by upholding their ethics and professionalism. In addition, they might motivate teachers to commit to the vision of the organization by involving them in school planning, activities or operations, and financial management. Moreover, they can encourage innovation and creativity by challenging teachers' normal beliefs or views. They can also serve as coaches and advisors.

In addition to the recommendations above, school leaders can also provide a harmonious and conducive school environment for teachers to stay committed. Hence, it is vital to establish a healthy school environment. They can realize this by strengthening Learning Action Cell (LAC) sessions, faculty meetings, training, and workshops to promote collaboration among personnel, decision-making, and instructional innovation. They can also revisit the Child Protection Policy and support school activities to maintain good student relationships. Furthermore, they must equip themselves with proper management of school resources to increase teachers' organizational commitment.

This study also encouraged the Department of Education officials and policymakers to provide seminars, training, and workshops to enhance school heads' transformational leadership. In addition, they can allocate budgets for school resources and instructional innovations and provide team-building activities for both teachers and learners to establish a good school environment. Activities might relate to the joy of teaching and organizational aspirations to increase teachers' organizational commitment. Since the results of the regression revealed that transformational leadership and school environment are responsible for bringing only 46.2% variation in organizational commitment, future researchers are encouraged to study the other 53.8% variations that might influence the organizational commitment of teachers by focusing on other factors that were not covered in this study. Other factors may include promotion, salary, benefits, designations, etc.. Moreover, they can also follow the study by qualitatively delving into teachers' lived experiences in dealing with the school environment as a predictor of organizational commitment. The authors further encouraged future researchers to gain competence in maximizing and connecting ideas and have access to various research sources, such as ResearchGate, Google Scholar, and Google itself. The author also suggests the inclusion of related literature to strongly support the application of research tools, data collection, and data analysis techniques. Finally, they conveyed the value of competence, resourcefulness, patience, determination, and persistence as self-assets in completing a study.

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