

School Governance and Organizational Commitment of Teachers During Post-Pandemic Education

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Abstract — Organizational Commitment (OC) can be defined as the extent of involvement of an employee in the organization with the desire to work, an obligation of working and having no intent to leave. A high level of organizational commitment can lead to improvement in the performance and efficiency of an employee in accomplishing the tasks and goals of the school governance. This study was conducted among elementary teachers during post-pandemic time in the Division of Davai City. Though overall commitment of teachers is more because of a better opportunity of growth, promotion, quality of work-life and healthy working conditions. Test is conducted to derive the factors which influence the relationship between OC and school governance. Good school governance was constructed by seven (7) constructs namely transparency, accountability, responsibility, participation, autonomy, equality, predictability, and dynamism. The research has affirmed that good school governance facilitates the participation of teachers and educational staff in the decision-making process. Good school governance improves the decision-making quality through the empowerment of teachers, the delegation of authority, and the encouragement of shared decision-making. There are certain factors that could have been included in the study i.e. like personality traits of an employee, and school principals but still the analysis shows that schools provide more opportunity of raising teacher's commitment.

Keywords — *Organizational Commitment, Affective, Normative, Continuance, Performance, Efficiency, School Governance*

I. Introduction

The COVID-19 pandemic has caused significant disruptions to the education sector worldwide, and teachers have faced numerous challenges in adapting to the new educational landscape. One area of concern has been teachers' organizational commitment, which refers to the extent to which teachers are emotionally attached to and engaged with their school and its goals. Several studies have highlighted the following problems encountered by teachers regarding organizational commitment during post-pandemic education. For instance, the pandemic has led to role ambiguity for teachers in Netherlands, as they have had to navigate new teaching methods and responsibilities, which has reduced their organizational commitment (Brouwer, Stuijzand, Tavecchio, & de Castro, 2020). Teachers in China have also reported a lack of support and resources, including inadequate technology and training, which has made it challenging to adapt

to the new teaching environment and maintain their commitment to their schools (Wang H., Zhang, Wang X., & Wang Y., 2021).

In addition, the COVID-19 pandemic has greatly affected the education system in the Philippines, with teachers facing various challenges in adapting to new forms of education delivery. The lack of support from school administrators and government agencies has also been a significant problem for teachers in the Philippines during the pandemic. Teachers' organizational commitment is negatively affected by the lack of support they receive from their school administrators and the government. Another challenge that teachers encounter is the fear of contracting COVID-19 and the lack of safety measures in schools. According to a study by Bogers, (2019), teachers in the Philippines are concerned about their safety and that of their students once schools reopen. This fear and uncertainty affect teachers' organizational commitment.

While there is some research on school governance and teacher outcomes such as job satisfaction and turnover, there may be a gap in research specifically examining the relationship between school governance and organizational commitment of teachers. Moreover, existing research on organizational commitment focus more on individual and organizational factors, without considering the potential role of school governance in promoting or hindering organizational commitment among teachers. Furthermore, even if there is some research on the relationship between school governance and organizational commitment, there may be a gap in understanding the mechanisms that explain this relationship. For example, it may be unclear which specific aspects of school governance (e.g., leadership, decision-making processes) influence teachers' commitment to their organization. As a result, this study seeks to examine studies relating to organizational commitment with respect to the influence of school governance.

School Governance

Governance describes the mechanisms used by an organization to ensure that its constituents follow the established processes and policies (Kefela, 2011, as cited in Supriadi, Usman, Jabar, & Widyastuti, 2021). This is the primary determinant for growth, development, and poverty reduction of the organization (Dayanandan, 2020) including school. Governance changes will lead to improved educational outcomes and experiences for students. However, the unclarity strategic reformation of school governance structures will divert focus, energy, and resource away from the overarching attainment priorities (RSE, 2017). Along this line, school governance refers to the process of determining policy and rules at schools by considering the law and the school's budget. Consequently, the need to establish a good school governance system has recently risen significantly. Good governance is essential in managing people and increasing educational quality. In addition, increased accountability, participatory decision-making, resources management (Kadir & Nimota, 2019) and performance management that enables trust in the organization are among the key elements of good governance (Rai & Prakash, 2019). Thus, it is common knowledge that all those involved in the education system are well acquainted with the current

crisis in formal education. Without good governance, therefore, many issues will arise in developing countries' educational systems (Khalique, 2010, as cited in Galay, 2022).

Transparency. Transparency, as a practice, allows the internal and external forces of governance to inquire into, have access to, and influence on a certain extent the, government operations. Transparency is opening government and governance to public scrutiny and encouraging greater participation of citizens (Castillo & Gabriel, 2020). For its part, the Department of Education promotes transparency and accountability in school governance. Schools are mandated to put up a Transparency Board, displaying the liquidation report of school funds posted in conspicuous places within the school premises. The report should be clear, easy to read, accessible, up to date, and should be posted in conspicuous places (Gaspar et al., 2022).

Accountability. Anggraini (2020) defined accountability as a state rated for the quality of its performance in completing a task to which it is responsible. It is the obligation of the managers assigned to manage public resources and all the aspects related to them. These managers must be able to answer questions about the fiscal accountability of the organization. By consensus, accountability ideally encompasses answerability and enforceability. Answerability refers to the responsibility of financial managers to provide information and justification for their actions. Meanwhile, enforceability refers to the possibility of imposing penalties or consequences on financial managers for failing to answer accountability claims (Goetz & Jenkins, 2005, as cited in Gaspar et al., 2022).

Responsibility. Despite being used in a multitude of contexts and sometimes being considered a core concept of social life, the term responsibility remains unclear (Maulbetsch, 2010, as cited in Helker & Wosnitza, 2019). Due to this diversity of theoretical perspectives, responsibility in literature is often conceptualized as a multi-relational construct of at least three components, which in each context are engaged differently (Helker & Wosnitza, 2019). This construct of responsibility was taken up by Lauermaann and Karabenick (2020) who studied the components and theoretical status of teacher responsibility to tease out the complexity of its different meanings. One basic aspect of their work was the distinction of responsibility from accountability, with the latter being an explicit, formal attribution of tasks.

Participation. Participation has been proven to improve the quality of education and the governance of educational institutions. Research demonstrates the positive relationship among participation, education quality, and governance (Song, 2019). All stakeholders have roles in making decisions, either directly or through representation. Moreover, participation is also closely related to the interaction of educational stakeholders, the community, the business world, and the government (Supriadi, et al., 2021).

Autonomy. School autonomy reform reflects a freeing up of the education system in its devolving of responsibility away from the state to schools and other organizations. These processes have 'empowered' school principals to self-govern, pursue opportunities, and innovate. At the

same time, new forms of external accountability and compliance have reigned in and re-embedded this system circumscribing this freedom for principals (Keddie & Holloway, 2020). Nevertheless, it can be said that the thrust of such arrangements is similarly framed – to foster schools’ greater independence from state governance (Cobbold, 2019). Such independence purports to afford school leaders the flexibility and freedom in governance and decision-making around issues such as finance, staffing and resourcing so that they can better and more efficiently respond to their local communities (Wilkinson, Eacott, & Niesche, 2019).

Equality. Equality has become a central principle in educational policy and leadership around the world. However, there is a wide range of interpretations of equality and what it means in education (Sahlberg & Cobbold, 2021). The educational equality policies vary in terms of different spatial, cultural, economic, and social dynamics (Li & Xue, 2022). Nevertheless, equality is promoted through equity principle. The rule of law where laws should be fair and enforced impartially to all (Supriadi et al., 2021). Fairness points to equal treatment in fulfilling stakeholder rights based on the agreements and regulations. In daily interaction, for instance, school policies do not discriminate among members at school (Volante, Jeldres, Spero, Llorente, & Johaneck, 2020).

Predictability. Leaders of global organizations—indeed, leaders of all organizations—have focused on increasing predictability for their subordinates and thus for the organization (Kremer, Villamor, & Aguinis, 2019). Recall Frederick W. Taylor’s turn-of-the-century theory of scientific management, according to which the manager’s job was to set clear standards of performance. Later generations of gurus urged managers to develop a strong, clearly defined corporate culture and involve employees in managerial decision making (Caniëls, de Jong, & Sibbel, 2021). As a result, managers learned to help employees calculate the consequences of their actions and gauge which activities would improve their standing in the company (Gordon, Demerouti, Bipp, & Le Blanc, 2020). Predictability in the workplace led employees to make sacrifices today, confident that they would be rewarded tomorrow. It led managers to invest in training, secure in the knowledge that their employees would remain with the company long enough to pay back some of that investment. In sum, predictability built the trust that allowed people to synchronize their actions in mutually productive ways (Acar, Tarakci, & van Knippenberg, 2019).

Dynamism. Organizational dynamism is often treated as an immutable quality, implying that firms need to be in a constant state of transformation. However, this ignores the fact that such transformations, while often essential, come at a cost. They are not always necessary and may not even be possible (Teece, Peteraf, & Leih, 2020). The world in which today’s educational institutions operate has become not only riskier but also more volatile, uncertain, complex, and ambiguous (VUCA). Organizations that hew too closely to traditional ways of operating will be hampered in their ability to succeed. In contrast, those that focus on new products and process

developments coupled with business model innovation will leverage their dynamic capabilities (Schoemaker, Heaton, & Teece, 2019).

Organizational Commitment

Organizational commitment of teachers refers to their level of attachment and loyalty to their school, as well as their willingness to exert effort on behalf of the school's goals and objectives (Tian & Zhang, 2020). In addition, organizational commitment of teachers can be defined as a psychological state that reflects the degree to which teachers feel a sense of loyalty and attachment to their employing institution (Shahzad, Hassan, Yaseen, & Abid, 2020). Moreover, organizational commitment of teachers is characterized by their level of identification with, attachment to, and involvement in their employing educational institution (Aslam, Hussaim, & Hwang, 2021). Furthermore, organizational commitment of teachers refers to their emotional attachment and identification with their school or educational institution, and their willingness to put in effort to achieve its goals and objectives (Aydin, 2021).

Affective Commitment. Affective commitment refers to staff inclination to an organization due to the passion for their jobs and the sense of fulfilment derived from working with an organization (Owan, Bassey, Mbon, Okon, Ene, Ekaette, Ojong, & Ekpe, 2020). This type of commitment is commanded by employees with emotional ties to an organization. These ties may be unrelated to the remuneration employees receive for their inputs but result mostly from employee passion and satisfaction for their job, organization or both (Owan, 2021).

In addition, affective commitment of teachers refers to their emotional attachment and identification with their school or educational institution, which leads to a desire to remain with the organization and contribute to its goals and objectives (Shukla & Agarwal, 2021). Moreover, affective commitment of teachers is characterized by their emotional attachment to and identification with their employing educational institution, as well as their willingness to invest time and effort in the organization (Sivaraman, Sagtheena, & Suganthi, 2021). Furthermore, affective commitment of teachers can be defined as a positive emotional attachment and identification with their school or educational institution, which results in a desire to remain with the organization and contribute to its success (Kale & Purohit, 2020). Conversely, affective commitment of teachers refers to their emotional attachment, involvement, and identification with their school or educational institution, which results in a desire to support the organization's goals and objectives (Bhanot & Singh, 2021).

Normative Commitment. Normative commitment is the inclination of workers to an organization based on prescribed rules binding the organization and the employee (Biwott & Kemboi, 2019), which puts pressure on workers to stay in an organization (Peretomode & Bello, 2019). Employees maintain a sense of obligation to organizations due to the contractual terms of the agreement (Owan et al., 2020). It follows that employees have no option other than to commit to the organization while the contract lasts, their interest notwithstanding (Owan, 2021).

Continuance Commitment. Continuance commitment reflects staff persistence to work in an organization just because of the perceived dangers or hardship they stand to face if they decide to leave the organization (Owan et al., 2020). This type of commitment is tied to the gains or remuneration employees receive from organizations that create a feeling that getting something better elsewhere is impossible or difficult. As a result, the rational option is to stay committed to the workplaces at hand. It can be reasoned that this type of commitment appears to be more temporal than affective commitment because employees who are driven by continuance commitment may leave an organization if a good remuneration offer comes from elsewhere (Owan, 2021).

This study is anchored on various theories namely, social exchange theory, agency theory, and resource dependence theory. Primarily, this study is anchored on Social Exchange Theory. This theory suggests that the quality of the relationship between the school governance and teachers may influence teachers' organizational commitment. When teachers perceive that their school governance supports and values their work, they may feel a sense of obligation to the organization, which can enhance their organizational commitment (Gallagher & Brown, 2020).

Presented in Figure 1 is the relationship of the variables of the study. This includes the independent variable and the dependent variable. The independent variable, School Governance, is broken down into eight indicators: (1) Transparency, (2) Accountability, (3) Responsibility, (4) Participation, (5) Autonomy, (6) Equality, (7) Predictability, and (8) Dynamism. The dependent variable, Organizational Commitment, is broken down into three dimensions: (1) Affective Commitment, (2) Normative Commitment, and (3) Continuance Commitment.

II. Methodology

The study used descriptive quantitative research design employing correlational study. Quantitative research involves measuring or counting things, often using surveys or experiments, to determine the relationships between variables and test hypotheses (Creswell & Creswell, 2021). This study is conducted to determine the relationship between the independent variable (i.e., school governance) and the dependent variable (i.e., organizational commitment).

The respondents of the study is the 150 public school teachers in the Division of Davao City. The teachers must also have a permanent appointment status and have been employed at their stations for a minimum of three years. Because the division includes schools located in both urban and rural locations, the classroom teachers in Davao City also precisely fit the current study, making it simpler to generalize the findings. Additionally, the researcher teaches in the same division, so the researcher is motivated to comprehend the present state of school governance and the organizational commitment of the teachers in order to suggest ways to enhance this area of school management.

The instruments to be used in the study are adapted survey questionnaires for all variables modified to suit the context of the study. The first set of the questionnaire dealt with the level of School Governance which was adapted from OECD (2013). It is composed of eight indicators, namely: transparency, accountability, responsibility, participation, autonomy, equality, predictability, and dynamism. This part of the instrument is composed of 40 items with 5 items for each indicator. In evaluating the level of school governance, the Likert scale is used.

The second set of the instrument will embark with organizational commitment. The questionnaire for this variable will be adapted from Allen & Meyer (1990), contents of which will be modified to suit the context of this study. It is composed of three indicators, namely: affective commitment (AC), normative commitment (NC), and continuance commitment (CC). This part of the instrument is composed of 18 items with 6 items for each indicator. In evaluating the level of organizational commitment, the Likert scale is also used.

In the study, the statistical tools used for data analysis and interpretations are the following statistical treatments: *Mean*, *Pearson Product Moment Correlation Coefficient*, and *Multiple Regression*.

III. Results and Discussion

The data means that all five elementary public schools in the Division of Davao City are lead in school governance by school administrators who practice transparency in handling the reins of the school. All five elementary schools are found to be accountable as the demands of both democracy and efficiency require some form of accountability at schools. School leaders also display responsibility in school governance. Standing on its own and making decisions to improve its school – this is the goal of every school administrator. Equality in school governance means that the school and its leaders are fair, honest and treats everyone with equity and consideration. The school which practices equality is D elementary school. The data means that all five schools' principals promotes appropriate and innovative ways in resolving threats to opportunities, addressing the needs of teachers, involving stakeholders, managing conflicts to sustain growth, and providing opportunities for teachers and learners.

The affective commitment of teachers means that they are happy, they feel that they are part of the school, they are deeply attached to it and that the school is part of their family. The data means that teachers feels a normative commitment, a sense of obligation and responsibility to their school based on social and moral norms. The data means that teachers are afraid if they quit their jobs, they would not want to leave even if they wanted to, it would disrupt their lives, too costly to leave, and it's a matter of necessity if they stay in school.

The three constructs namely affective commitment, normative commitment and continuance commitment were applied with correlation test to determine the existence of any

significant relationships between school governance and commitment. Pearson r was used at 0.05 level of confidence. The results revealed that school governance when tested with Pearson r produced significant relationships with the three constructs of commitments.

School governance is significantly affected by teachers' affective commitment and continuance commitment in the school. These results reinforced earlier findings that affective and continuance commitments of teachers were important factors in the successful psychosocial adjustment of teachers and offer reason for schools to engage in interventions and strategies to promote bonding in school of teachers, students, parents and administrators.

Analysis

Transparency is being able to see or the clarity of things perceived. Transparency in a business or governance context refers to being open and honest. Thus, while total transparency is not always possible or desirable, being open and honest in business dealings is essential to maintaining good relationships with stakeholders. Leaders should start with small-scale projects, encourage experimentation, work across departments, put *accountability* and transparency first, and continue upholding moral and social responsibility to overcome these hurdles (Peretomode & Bello, 2019). Accountability means the owning and acknowledging of ones' work, limitations and achievement. Schools must make sure that the policy made is responded well by those in charge of. In fact, creating a shared vision and ensuring there is alignment to this vision throughout the entire organization, and that all stakeholders understand their unique role in meeting the vision and goals is important (Burns, 2021). All stakeholders have roles in making decisions, either directly or through representation. Moreover, participation is also closely related to the interaction of educational stakeholders, the community, the business world, and the government (Supriadi, et al., 2021). School autonomy involves decentralizing greater decision-making to individual schools (Eyles, Machin, & McNally, 2017) so that they can better plan for their own local needs (Han, 2018), and it has become a common feature of school improvement policy around the world (Klein, 2017). The fundamental principles of the good school governance practices have begun to help schools make the right decisions on the resources management. It is believed that the good school governance supports the participation of all teachers and staff in the decision-making processes that directly affect their works. In many cases, this means the participation in budgeting, teacher selection, scheduling, curriculum, and other programs (Ismara et al., 2020).

Teachers' affective commitment indicates that teachers agree with school goals and values, have profound feelings about the school, and are willing to contribute to the survival and development of the school regardless of pay (Dou, Devos, & Valcke, 2017). It is characterized by emotional attachment to and identification with their employing educational institution, as well as their willingness to invest time and effort in the organization (Sivaraman et al., 2021). The affective commitment of teachers means that they are happy, they feel that they are part of the school, they are deeply attached to it and that the school is part of their family.

Normative commitment of teachers reflects their sense of obligation and responsibility towards their employing educational institution, which is based on social and moral norms (Siddique et al., 2020). Moreover, normative commitment of teachers refers to their feelings of loyalty and obligation towards their school or educational institution, which may be based on a sense of moral or ethical responsibility (Sang et al., 2020). The employee remains in the organization because he perceives this course of action as the most appropriate and morally justified (Łaguna, Mielniczuk, Żaliński, Wałachowska, 2015). Continuance commitment of teachers refers to their perception of the costs and benefits associated with leaving their employing educational institution, which may influence their decision to remain with the organization (Abbas et al., 2020). Moreover, it reflects their perception of the investment they have made in their school or educational institution, as well as their perception of the alternatives available to them if they were to leave the organization (Chen et al., 2021).

IV. Conclusion

The present study recommends the policymakers to distinct the different mechanisms and measures of good school governance for vocational schools and corporates. This study was based on a comparative study of organizational commitment of teachers in public secondary schools thus though dimensions of organizational commitment are analyzed still the impact of each factor is not analyzed on the dimensions of the organizational commitment (OC). Thus, further study could be either specific dimension of OC based comparative analysis of public secondary schools teacher's commitment or individually each dimension could be included in the study. This would help in determining the kind of commitment teachers have with the school.

There are many other factors like local government policies, teacher's personalities, school principals, cognition, absence, and organizational citizenship, which affect the commitment of teachers (Meyer, Stanley & Herscovitch, 2020; Werang, Betaubun, & Pure, 2019). Further, a study conducted by (Chi, Yeh, & Choum, 2019) suggested that personality traits of teachers have an impact on their efficiency.

Even job involvement has a mediating effect between OC and teacher's efficiency, but personality traits don't have any moderation effect between teaching efficiency and job involvement. Thus, these studies suggest that many other relevant factors could be included in the study which has mediating and moderating effects too. This analysis is based on analyzing individually via factors the OC of teachers of public and private universities. Further this could also be done that impact of employee-relevant outcomes and organization-relevant outcomes can be analyzed in composite form i.e. instead of individual factor analysis, the analysis could be done in combined form so as to determine whether employee-centric or organization centric strategies regulate the commitment of teachers. Further, the analysis could also be done so as to empirically test the mediating and moderating effect of factors on the relationship between the OC of teachers

and performance and also include more of the studies based on using structural models so as to reduce the effect of measurement errors.

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