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# Influence of Transformational and Transactional Leadership as Determinants of Teacher Commitment

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*Abstract* — Declining teacher commitment remains a concern in education. This study determined the influence of transformational and transactional leadership on teacher commitment. A diagnostic research design was used, involving 232 respondents selected through stratified random sampling. Data were collected using a survey and analyzed using multiple linear regression. The findings showed that both transformational and transactional leadership significantly influence teacher commitment, accounting for 35% of the variance, thereby partly affirming the Full Range Leadership Theory. Future research may investigate other variables to explain the remaining 65% of the variance. Additionally, school administrators should be encouraged to strengthen teacher commitment based on these findings.

***Keywords: transformational leadership, transactional leadership, teacher commitment***

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## I. INTRODUCTION

Declining teacher commitment has become a significant global concern, drawing increasing attention from schools and education systems worldwide. Akartuna and Serin (2023) found that teachers' affective and continuance commitment weakened following shifts in work conditions. Similarly, Burić, Šimunović, and Balaž (2023) reported reduced commitment among

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teachers in Croatia, while Ayalew (2023) observed only moderate commitment levels among secondary teachers in Ethiopia, raising concerns about long-term teacher retention.

Internationally, diminishing teacher commitment remains a significant concern. Studies in Kenya (Chepkemboi, 2023), Jordan (Tarawneh, Alkhawaldeh, & Alomari, 2025), and the United Arab Emirates (Badri, Yang, Mohaidat, & Al Rashedi, 2023) confirm that teacher commitment is a vital yet vulnerable dimension of the teaching profession.

In the Philippines, declining teacher commitment persists across basic and alternative education sectors. Teachers report strong turnover intentions reflecting lower commitment (Costan, Dela Cruz, & Santos, 2023), and Alternative Learning System teachers have shown weakened commitment (Guerra & Ubayubay, 2025). Together, these studies indicate that teacher commitment remains a pressing issue with implications for instructional quality and workforce stability.

Despite growing literature on the consequences of declining teacher commitment, a limited understanding exists of the factors that sustain it long-term. Existing studies highlight risks posed by disengaged educators (Shu, 2023; Kim & Lee, 2025), yet empirical evidence on enhancing teacher commitment remains insufficient. As Muñoz et al. (2025) emphasized, further investigation is needed to bridge this research gap.

This study provides valuable insights into how transformational and transactional leadership influences teacher commitment, a critical factor for high-quality education. Globally, the findings address teacher attrition, weakened dedication, and declining instructional quality, aligning with Sustainable Development Goal 4 (SDG 4). Nationally, the study offers policymakers and educational leaders evidence-based guidance for leadership development programs and professional standards that strengthen teacher retention and improve instructional outcomes. Locally, the research benefits school administrators and teachers by highlighting leadership practices that foster supportive and empowering work environments, encouraging collaboration, innovation, and professional growth. Finally, the study enriches the literature by filling gaps in localized research and offering useful insights for comparative and cross-cultural investigations on educational leadership.

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## II. METHODOLOGY

This chapter includes the research design, locale of the study, sample and sampling technique, data gathering technique, data analysis, and ethical considerations.

The researcher used a quantitative diagnostic research design as the most appropriate approach to examine the influence of transformational leadership on teachers' affective, continuance, and normative commitment. Specifically, a descriptive-correlational design was utilized to determine the degree of relationship and predictive influence between transformational and transactional leadership and teacher commitment among public secondary school teachers. Data were gathered through standardized survey questionnaires and analyzed using descriptive and inferential statistics. According to Aprecia (2023), a descriptive-correlational research design describes the variables and the extent of their relationships.

This study was conducted in selected public secondary schools under District II, Cluster 14 of the Department of Education, Davao City Division, located in Davao City, Region XI. The selected schools represented junior high school teachers with diverse teaching environments and varying leadership styles, making them appropriate settings for examining the influence of transformational and transactional leadership on teachers' commitment. Additionally, the schools encompassed both urban and semi-urban contexts, providing a comprehensive environment for understanding how leadership practices affect teachers across different educational settings.

The respondents of the study were selected junior high school public teachers. They were chosen because of their direct involvement in school management, instructional leadership, and stakeholder-related activities. As key participants in school operations and policy implementation, teachers were considered capable of providing reliable and relevant information regarding the variables under study.

Furthermore, the researcher utilized proportionate stratified random sampling to ensure representation across different subject areas. According to Creswell (2022), this sampling technique divides the population into strata and selects respondents proportionately from each group. Included in the study were full-time teachers with at least one year of continuous teaching experience in their current school assignment who voluntarily agreed to participate. Excluded were teachers on maternity, study, or medical leave; part-time or substitute teachers; non-teaching

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personnel; and those with less than one year of teaching experience in their current school assignment.

In this study, a survey was used as the data gathering technique. A survey is a research method that collects data through structured questionnaires or interviews and is analyzed statistically to identify trends and patterns (Misner & Carr, 2023).

The study utilized an adapted 4-point Likert survey questionnaire to measure transformational leadership, transactional leadership, and teacher commitment. The Transformational Leadership questionnaire was adapted from Bass and Avolio (1995) through the Multifactor Leadership Questionnaire (MLQ-5X Short Form), consisting of 20 items with a Cronbach's Alpha of 0.865. The instrument measured four dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The Transactional Leadership questionnaire, also adapted from Bass and Avolio (1995), consisted of 12 items with a Cronbach's Alpha of 0.941. Meanwhile, the Teacher Commitment questionnaire (Meyer, Allen, & Smith, 2004) consisted of 18 items with a Cronbach's Alpha of 0.957.

This study utilized descriptive analysis, correlation analysis, and multiple regression analysis. Descriptive analysis, through frequency, mean, and standard deviation, was used to summarize the data and describe the respondents and variables examined, as supported by Creswell (2022). Correlation analysis using the Pearson product-moment correlation coefficient determined the relationship between transformational leadership, transactional leadership, and teacher commitment, which Field (2021) identified as appropriate for measuring associations between variables. Moreover, multiple regression analysis was employed to examine the combined and individual influence of the independent variables on teacher commitment, with the unstandardized beta coefficient used as the statistical treatment, consistent with Montgomery (2022).

The following matrix presents the scale, descriptive level, and corresponding interpretation assigned to each variable in this study. This measure is used specifically to describe the levels of transformational leadership, transactional leadership, and teacher commitment.

| <i>Scale</i> | <i>Level</i> | <i>Transformational leadership</i> | <i>Transactional leadership</i> | <i>Teacher Commitment</i> |
|--------------|--------------|------------------------------------|---------------------------------|---------------------------|
| 3.26- 4.00   | Very High    | Very good                          | Very good                       | Very strong               |
| 2.50 -3.25   | High         | Good                               | Good                            | Strong                    |
| 1.75-2.49    | Low          | Poor                               | Poor                            | Weak                      |
| 1.00-1.74    | Very Low     | Very Poor                          | Very Poor                       | Very Weak                 |

For the interpretation of standard deviation, the following percentage standard by Sergent et al. (2024) is followed:

| % of Scores Covered            | Interpretation Basis            |
|--------------------------------|---------------------------------|
| <input type="checkbox"/> 68%   | Scores are highly consistent    |
| <input type="checkbox"/> 95%   | Scores are moderately dispersed |
| <input type="checkbox"/> 99.7% | Scores are highly dispersed     |

For the interpretation scale of r-value, the following scheme by Guilford (1956) is used as proposed:

| <b>Computed r</b>           | <b>Descriptive Interpretation</b> |
|-----------------------------|-----------------------------------|
| +/- 1.00                    | Perfect Correlation               |
| Between +/- 0.75 - +/- 0.99 | High Correlation                  |
| Between +/- 0.51 - +/- 0.74 | Moderately High Correlation       |
| Between +/- 0.31 - +/- 0.50 | Moderately Low Correlation        |
| Between +/- 0.01 - +/- 0.30 | Low Correlation                   |
| 0.00                        | No Correlation                    |

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In terms of Scale of Beta ( $\beta$ ) Coefficient Strength, the following scheme, as proposed by Cohen (1988) and Hair et al. (2019), was used:

| $\beta$ Value Range   | Strength of Relationship |
|-----------------------|--------------------------|
| $\pm 0.00 - \pm 0.09$ | Very Weak                |
| $\pm 0.10 - \pm 0.29$ | Weak                     |
| $\pm 0.30 - \pm 0.49$ | Moderate                 |
| $\pm 0.50 - \pm 0.69$ | Strong                   |
| $\pm 0.70$ and above  | Very Strong              |

### III. RESULTS

This chapter presents the results of the study. Specifically presented are descriptive, correlation, and regression analyses. A summary of findings is also provided.

Table 1 presents the descriptive statistics of the variables included in the study, namely Transformational Leadership, Transactional Leadership, and Teacher Commitment, including their respective indicators. It also shows the number of respondents, mean, standard deviation, and corresponding descriptive interpretation.

**TABLE 1**  
**DESCRIPTIVE TABLE (N = 232)**

| Variables                                          | Mean        | SD          | Descriptive Level |
|----------------------------------------------------|-------------|-------------|-------------------|
| <b>Transformational Leadership</b>                 | <b>3.47</b> | <b>0.51</b> | Very High         |
| <i>Idealized Influence (Attributed /Behavior))</i> | 3.48        | 0.52        | Very High         |
| <b><i>Inspirational Motivation</i></b>             | <b>3.54</b> | <b>0.59</b> | <b>Very High</b>  |
| <i>Intellectual Stimulation</i>                    | 3.41        | 0.55        | Very High         |
| <i>Individual Consideration</i>                    | 3.45        | 0.57        | Very High         |
| <b>Transactional Leadership</b>                    | <b>3.28</b> | <b>0.58</b> | Very High         |
| <i>Contingent Reward</i>                           | 3.39        | 0.63        | Very High         |
| <i>Management by Exception Active</i>              | 3.05        | 0.76        | High              |
| <i>Management by Exception Passive</i>             | 3.39        | 0.61        | Very High         |
| <b>Teacher Commitment</b>                          | <b>3.20</b> | <b>0.49</b> | High              |
| <i>Affective Commitment</i>                        | 3.27        | 0.54        | Very High         |
| <i>Continuance Commitment</i>                      | 3.12        | 0.60        | High              |
| <i>Normative Commitment</i>                        | 3.20        | 0.58        | High              |

Specifically, Table 1 shows that the transformational leadership variable obtained a mean score of 3.47, described as very high, indicating that school heads demonstrate very good transformational practices as perceived by teachers. All of its indicators obtained a very high level. The standard deviation of 0.51 indicates highly consistent responses.

Meanwhile, the transactional leadership variable yielded a mean of 3.28, described as a very high level, suggesting that transactional leadership support for teacher commitment is very

good. Its indicators obtained a very high level, while one indicator (Management by Exception — Active) obtained a high level. The standard deviation of 0.58 indicates highly consistent responses.

Finally, the teacher commitment variable obtained a mean of 3.20, described as a high level, indicating that teachers demonstrate a strong level of commitment. One indicator (Affective Commitment) obtained a very high level, while the other two indicators obtained a high level. The standard deviation of 0.49 indicates highly consistent responses.

The descriptive analysis revealed that transformational leadership and transactional leadership were both perceived at very high levels among school heads, indicating that these leadership practices were strongly demonstrated in the school setting. Teachers also exhibited a high level of commitment, reflecting strong dedication and attachment to their organization. Moreover, the responses of the participants were highly consistent across all variables, suggesting reliability and uniformity in the respondents' perceptions regarding leadership practices and teacher commitment.

Table 2 presents the correlation analysis between leadership styles and teacher commitment. It includes the r-value, p-value, decision on the hypothesis, and interpretation.

**TABLE 2**  
**CORRELATION TABLE (N=232)**

| Variables                   | Teacher Commitment |         |                   |                                |
|-----------------------------|--------------------|---------|-------------------|--------------------------------|
|                             | r-value            | p-value | Decision on $H_0$ | Interpretation                 |
| Transformational Leadership | 0.56               | .001    | Reject $H_0$      | Moderate Positive, Significant |
| Transactional Leadership    | 0.53               | .001    | Reject $H_0$      |                                |

*Level of Significance: 0.05*

*Decision Rule: Reject  $H_0$  if  $p < 0.05$*

Specifically, the correlation between transformational leadership and teacher commitment yielded a p-value of 0.001, which is less than the 0.05 level of significance. Hence, the null

hypothesis was rejected, indicating a significant correlation. With a corresponding r-value of 0.56, this correlation is considered moderately high.

Furthermore, the correlation between transactional leadership and teacher commitment obtained a p-value of 0.001, which is less than the 0.05 level of significance. Hence, the null hypothesis was rejected, indicating a statistically significant correlation. The obtained r-value of 0.53 signifies that this correlation is also moderately high.

The correlation results revealed that both transformational and transactional leadership have significant and moderately high relationships with teacher commitment, although transformational leadership demonstrated a slightly stronger relationship compared to transactional leadership.

Table 3 presents the regression results, including transformational leadership and transactional leadership, as predictors of teachers' commitment. It also displays the  $\beta$  coefficients, t-values, p-values, decisions on the hypotheses, and corresponding interpretations.

**TABLE 3**  
**REGRESSION TABLE (N=232)**

| Variables                   | Teacher Commitment          |            |                           |      |       |                   |                                |
|-----------------------------|-----------------------------|------------|---------------------------|------|-------|-------------------|--------------------------------|
|                             | Unstandardized Coefficients |            | Standardized Coefficients |      |       |                   | Interpretation                 |
|                             | B                           | Std. Error | Beta                      | t    | Sig.  | Decision on $H_0$ |                                |
| (Constant)                  | 1.18                        | 0.18       | —                         | 6.40 | <.001 | —                 | —                              |
| Transformational Leadership | 0.35                        | 0.07       | 0.36                      | 4.85 | <.001 | Reject $H_0$      | Positive Significant Influence |
| Transactional Leadership    | 0.23                        | 0.06       | 0.27                      | 3.65 | <.001 | Reject $H_0$      | Positive Significant Influence |

$$R = 0.59 \quad | \quad R^2 = 0.35 \quad | \quad F = 62.1 \quad | \quad p = <.001$$

Level of Significance: 0.05

Decision Rule: Reject  $H_0$  if  $p < 0.05$

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The table shows that the influence of transformational leadership on teacher commitment obtained a standardized beta coefficient ( $\beta$ ) of 0.36, indicating that the strength of perceived transformational leadership to influence the criterion variable is moderate (approaching strong per Cohen's scale). The corresponding p-value of 0.001 is less than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that the influence of perceived transformational leadership on teacher commitment is significant. This implies that for every one-unit change in perceived transformational leadership, there is a corresponding 0.36-unit change in teacher commitment.

Likewise, the influence of transactional leadership on teacher commitment obtained a beta coefficient ( $\beta$ ) of 0.27, indicating that the strength of transactional leadership to influence the criterion variable is weak to moderate. The corresponding p-value of 0.001 is less than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that the influence of transactional leadership on teacher commitment is significant. This implies that for every one-unit change in transactional leadership, there is a corresponding 0.27-unit change in teacher commitment.

Furthermore, the overall regression model obtained an R-value of 0.59, indicating a strong relationship between the predictor variables and teacher commitment. The  $R^2$  value of 0.35 reveals that transformational and transactional leadership jointly explained 35% of the variation in teacher commitment. The obtained significance ( $p < .001$ ) indicates that the regression model is statistically significant. Therefore, the predictor variables, when taken collectively, significantly influence teacher commitment.

### ***Summary of Findings***

Based on statistical results, it was found that:

1. There is a significant relationship between transformational leadership, transactional leadership, and teacher commitment.
2. There is a significant influence of transformational leadership and transactional leadership on teacher commitment.

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## IV. DISCUSSIONS

This chapter presents the discussion of the results, including the descriptive, correlational, and regression analyses, emphasize how these findings align with current research and leadership theories. Conclusions and recommendations are also presented.

### ***The relationship between Transformational Leadership and Teacher Commitment***

The present finding revealed that there is a significant relationship between transformational leadership and teacher commitment. This finding supports the study of Kareem et al. (2023), affirming that transformational leadership significantly influences teachers' commitment toward institutional development, self-development, and student development. Similarly, the current finding aligns with Kılınç et al. (2023), who reported that transformational leadership positively influences teacher commitment. These studies suggest that school leaders who inspire, motivate, and support teachers can strengthen teachers' dedication, engagement, and commitment to their profession and institution.

However, the current finding contradicts Berkovich and Hassan (2023), who found only a moderate relationship between transformational leadership and teacher commitment. In contrast, the current study revealed a stronger and more significant relationship, indicating that transformational leadership plays an important role in enhancing teacher commitment regardless of organizational conditions.

### ***The relationship between transactional Leadership on Teacher Commitment***

The present finding revealed that there is a significant relationship between transactional leadership and teacher commitment. This finding supports the study of Hiba (2023), who stated that transactional leadership significantly influences teachers' commitment in schools. This implies that leadership practices involving rewards, supervision, and clear expectations can strengthen teachers' commitment to their duties.

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Similarly, the current finding aligns with the argument of Magnate (2023), who found that leadership approaches positively contribute to teacher organizational commitment through organizational satisfaction. This implies that effective leadership behaviors, including transactional practices, enhance teachers' engagement and commitment within the institution.

However, the present finding contradicts the study of Pan (2023), who emphasized that teacher commitment is more strongly influenced by teacher preparedness and professional learning rather than leadership practices alone. Unlike the findings of Pan (2023), the current study revealed that transactional leadership has a stronger and more significant relationship with teacher commitment, indicating that leadership behaviors such as supervision, rewards, and clear expectations play an important role in enhancing teachers' commitment.

### ***The Influence of Transformational Leadership on Teacher Commitment***

The present finding revealed that there is a significant influence of transformational leadership on teacher commitment. This finding supports the study of Khan et al. (2023), who affirmed that transformational leadership influences teachers' organizational commitment by promoting motivation, trust, and professional support. Similarly, the current study aligns with Nurtjahjani et al. (2023), who confirmed that transformational leadership significantly enhances teacher commitment and engagement within educational institutions. These studies suggest that transformational leaders who inspire and empower teachers contribute to stronger dedication and commitment to the organization.

However, the present findings contradict the study of Paul (2023), who emphasized that teacher commitment is more strongly influenced by teacher leadership and professional collaboration rather than transformational leadership alone. Unlike the findings of Paul (2023), the current study revealed that transformational leadership has a stronger and more significant influence on teacher commitment, indicating that transformational leadership remains an important factor in strengthening teachers' commitment.

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### ***The Influence of Transactional Leadership on Teacher Commitment***

The present finding revealed that there is a significant influence of transactional leadership on teacher commitment. This finding supports the study of Alrowwad et al. (2023), who affirmed that transactional leadership positively influences organizational commitment through the implementation of clear expectations, rewards, and performance-based management. Similarly, this finding agrees with Al-Mutairi (2023), who confirmed that leadership practices involving supervision, monitoring, and reward systems significantly enhance employees' organizational commitment. These studies suggest that transactional leadership behaviors help strengthen teachers' engagement, responsibility, and commitment within the institution.

However, the present finding contradicts the study of Abdul Halim et al. (2023), who emphasized that instructional leadership and collective teacher efficacy have a greater influence on teacher commitment than transactional leadership practices alone. In contrast, the current study revealed that transactional leadership has a stronger and more significant influence on teacher commitment, indicating that leadership behaviors such as supervision, rewards, and clear expectations play an important role in enhancing teachers' commitment.

## **V. CONCLUSION**

Based on the findings, transformational and transactional leadership have a significant combined influence on teacher commitment, explaining 35% of the variance. The result partly supports the Full Range Leadership Theory, which posits that leadership exists along a continuum of behaviors ranging from highly effective to ineffective styles, where leaders influence followers through transformational, transactional, and laissez-faire approaches. The theory asserts that transformational leadership is the most effective form because it elevates followers' motivation, morality, and performance beyond expectations, while transactional leadership operates through exchanges of rewards and corrective actions to maintain performance. Laissez-faire leadership, which represents the absence of leadership, often leads to poor outcomes and was excluded from this study.

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## VI. RECOMMENDATIONS

Based on the findings, it is recommended:

1. Future studies may utilize other variables to account for the remaining 65% of the variance in teacher commitment. A qualitative study is also advised to explore additional emerging themes that may further verify the stated objectives.
2. School heads may prioritize development in both transformational and transactional leadership to enhance teacher commitment.

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