Transformational Leadership Of Middle Management And Teacher Commitment Toward Enhanced Faculty Leadership Program

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Abstract
This study investigates the relationship between transformational leadership and teacher commitment in educational institutions in Manila and Pasay City, Philippines. Employing a descriptive-quantitative and comparative correlational design, the research utilizes a validated researcher-made questionnaire distributed to 133 teachers holding middle management positions in four schools. The study identifies key factors influencing teacher commitment—workload, salary, administrative support, and work environment—and examines the impact of transformational leadership styles, including Inspirational Motivation, Individualized Consideration, Intellectual Stimulation, and Idealized Influence, on teacher commitment. Multiple regression analysis is used to determine the significance of these leadership styles on teacher commitment. The findings reveal a strong positive relationship between transformational leadership components and teacher commitment, with Inspirational Motivation emerging as the most potent predictor. Based on these results, the study proposes a Faculty Leadership Training Program, emphasizing these leadership styles to enhance teacher commitment and job satisfaction. The research contributes to understanding the role of transformational leadership in fostering teacher commitment, offering insights for educational leaders and policy makers to improve teacher retention and educational outcomes.
Keywords: transformational leadership, inspirational motivation, individualized consideration, intellectual stimulation, idealized influence.

INTRODUCTION

Education is the foundation of societal development, producing skilled individuals essential for national progress. A qualified and motivated teaching workforce is critical to achieving quality education. However, teacher retention remains a global challenge, with high turnover adversely affecting student outcomes and educational quality. Factors such as workload, salary, administrative support, and work environment significantly influence teacher commitment. Excessive workloads, inadequate compensation, and lack of support lead to stress, burnout, and job dissatisfaction.Transformational leadership, an effective leadership style, positively impacts motivation, job satisfaction, and organizational commitment. Its components—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—promote creativity, inspire vision, and build trust. Studies show a positive correlation between transformational leadership and teacher retention. This research aims to explore this relationship, providing insights into strategies for improving teacher commitment. By fostering supportive leadership and addressing key factors, educational institutions can enhance teacher retention, organizational success, and the overall quality of education.

METHODS

The methodology of this study is designed to explore the significant relationship between transformational leadership and teacher commitment, as well as its impact on school leaders, with the aim of developing an effective faculty leadership training program. Employing a comparative correlational design, the study integrates descriptive-quantitative methods to precisely and systematically characterize the population, situation, or phenomenon of interest. This approach allows for the determination of characteristics, frequencies, trends, correlations, and classifications, as well as the examination of the connections between variables to predict future outcomes based on current knowledge.Conducted in Manila, specifically across four public schools in Manila and Pasay City, the study utilized purposive sampling to select 133 respondents, comprising teachers in middle management positions. This sampling

strategy was chosen due to its effectiveness in gathering detailed knowledge from a representative sample, especially when randomization is impractical. Despite its limitations, including the subjective nature of sample selection which may not accurately represent the population, purposive sampling is valuable for in-depth research studies.Data was collected through a researcher-made survey questionnaire, utilizing a four-point Likert scale for assessment. This instrument underwent validation by a panel of experts and a pilot study to ensure its reliability and effectiveness in data collection. Data gathering procedures involved a thorough review of related literature, formulation and validation of the questionnaire, identification of the target population, and face-to-face questionnaire distribution. The collected data was analyzed using SPSS IBM Statistics, employing percentage, weighted mean, and multiple regression analysis to ascertain the influence of various aspects of transformational leadership on teacher commitment.Ethical considerations were paramount throughout the study, encompassing informed consent, confidentiality, safety, respect for participants, data accuracy, and transparency. These principles ensured the study was conducted in a responsible, respectful, and trustworthy manner, safeguarding the rights and well-being of all participants and contributing to the study's social value.

RESULTS
Pilot Testing
A pilot test was conducted on 14 samples excluded from the main survey participants. Cronbach's Alpha was used to evaluate the validity of the research instrument.

Tables 1. *Cronbach's Alpha Test of Validity Results*

Variables	Description	Value	Internal Consistency
K	Number of items	23	Excellent
α	Cronbach's alpha	0.964	

Cronbach's α	Internal Consistency
0.90 and above	Excellent
0.80 - 0.89	Good
0.70 - 0.79	Acceptable
0.60 - 0.69	Questionable
0.50 - 0.59	Poor
below 0.50	Unacceptable

The findings indicate that the questionnaire successfully meets the excellent internal consistency set for an effective survey instrument in this research. This is evidenced by a Cronbach's Alpha score of 0.964, reflecting its validity. Consequently, this instills confidence regarding the tool's reliability, its distribution, the accuracy in data collection, and its potential to uncover new insights relevant to the study.

KEY FACTORS THAT INFLUENCE TEACHER COMMITMENT

Table 2 presents the findings on various factors contributing to teacher commitment, emphasizing the importance of workload, salary, administrative support, and work environment in the context of teacher commitment.

Table 2. Factors of Teacher Commitment

Indicators	Weighted Mean	Description	Verbal Interpretation
Workload	3.4211	Strongly Agree	Very High Impact on Commitment
Salary	3.3534	Strongly Agree	Very High Impact on Commitment
Administrative Support	3.3534	Strongly Agree	Very High Impact on Commitment
Work Environment	3.4511	Strongly Agree	Very High Impact on Commitment
Overall	3.394	Strongly Agree	Very High Impact on Commitment

The study highlights key factors influencing teacher commitment, with the work environment scoring the highest mean (3.4511), emphasizing its vital role in job satisfaction and retention. A supportive and collaborative environment enhances teachers' willingness to stay. Workload follows closely

(3.4211), showing that a balanced workload significantly boosts commitment, while excessive demands risk burnout. Salary and administrative support, both scoring 3.3534, also play crucial roles, with fair compensation and strong administrative backing fostering satisfaction and loyalty. The overall mean of 3.394 underscores the combined importance of these factors, urging institutions to adopt holistic strategies to enhance teacher commitment.

TRANSFORMATIONAL LEADERSHIP STYLES THAT AFFECT TEACHER COMMITMENT
Inspirational Motivation
Table 3 presents the findings on how inspirational motivation impacts teacher commitment.

Table 3. *Transformational leadership styles that affect teacher commitment in terms of Inspirational Motivation*

Indicators	Weighted Mean	Description	Verbal Interpretation
Inspirational motivation from my leader is a major factor in my decision to stay in my current teaching position.	3.331	Agree	High Impact on Commitment
I feel inspired to perform at my best when my leader provides inspirational motivation.	3.421	Strongly Agree	Very High Impact on Commitment
The inspirational motivation I receive from my leader helps me to see the bigger picture and purpose of my work.	3.399	Strongly Agree	Very High Impact on Commitment
Inspirational motivation from my leader makes me feel more enthusiastic about my job responsibilities.	3.391	Strongly Agree	Very High Impact on Commitment
I am more likely to take on challenging tasks when I receive inspirational motivation from my leader.	3.361	Strongly Agree	Very High Impact on Commitment
Overall	3.380	Strongly Agree	Very High Impact on Commitment

The indicator with the highest weighted mean is "I feel inspired to perform at my best when my leader provides inspirational motivation." This statement falls into the "Strongly Agree" category, indicating a very high impact on commitment. It suggests that leaders who offer inspirational motivation significantly enhance teachers' performance. This is supported by Sonmez Cakir & Adiguzel (2020), who emphasized the positive correlation between leadership inspiration and employee performance.Conversely, the indicator with the lowest weighted mean, "Inspirational motivation from my leader is a major factor in my decision to stay in my current teaching position," has a mean of 3.331. Falling into the "Agree" category, it indicates a high impact on commitment, albeit less than other factors. This shows that while inspirational motivation is important, other factors also play a crucial role in teachers' commitment to their positions, as discussed in Xuecheng et al. (2022).With a mean of 3.444, the statement, "Inspirational motivation from my leader has a significant impact on my job satisfaction," strongly agrees, reflecting a very high impact on commitment. This suggests that teachers' job satisfaction is closely tied to the inspirational quality of their leaders (Toropova et. al., 2021).The statement, "I feel inspired to perform at my best when my leader provides inspirational motivation," with a mean of 3.421, falls under "Strongly Agree," showing a very high impact on commitment. It suggests that inspirational leaders can elevate teachers' performance levels (Toropova et. al., 2021). "The inspirational motivation I receive from my leader helps me to see the bigger picture and purpose of my work," scores a mean of 3.399. This statement, under "Strongly Agree," indicates a very high impact on commitment, suggesting that such motivation

helps teachers understand their work's broader impact. This is in line with (Sonmez Cakir & Adiguzel, 2020). With a mean of 3.391, the statement, "Inspirational motivation from my leader makes me feel more enthusiastic about my job responsibilities," falls under "Strongly Agree," reflecting a very high impact on commitment. This implies that inspirational leadership enhances teachers' enthusiasm for their roles (Sonmz Cakir & Adiguzel, 2020).The statement, "I am more likely to take on challenging tasks when I receive inspirational motivation from my leader," has a mean of 3.361. Falling under "Strongly Agree," it indicates a very high impact on commitment, suggesting that inspirational motivation can drive teachers to embrace challenges (Toropova et. al., 2021). Overall, these findings collectively highlight the crucial role of transformational leadership, specifically through inspirational motivation, in fostering teacher commitment. While teachers value being inspired and feeling appreciated, it's also clear that their commitment to their roles is influenced by a blend of factors. This points towards the need for a holistic approach in leadership strategies, combining inspirational motivation with other supportive measures to enhance teacher commitment and retention. Such an approach is not only beneficial for teacher satisfaction but also contributes to a more positive, productive, and sustainable teaching environment.

Individualized Consideration

Individualized consideration, a key aspect of transformational leadership, significantly influences teacher commitment by addressing each teacher's unique needs, aspirations, and development. This personalized approach enhances job satisfaction, engagement, and retention.

Table 4. *Transformational leadership styles that affect teacher commitment in terms of Individualized Consideration*

Indicators	Weighted Mean	Description	Verbal Interpretation
The individualized consideration I receive from my leader helps me to develop professionally.	3.436	Strongly Agree	High Impact on Commitment
I feel more confident in my ability to address challenges when my leader provides individualized consideration.	3.429	Strongly Agree	Very High Impact on Commitment
Individualized consideration from my leader enhances my sense of autonomy and ownership over my work.	3.376	Strongly Agree	Very High Impact on Commitment
The individualized consideration I receive from my leader contributes to a positive work environment.	3.436	Strongly Agree	Very High Impact on Commitment
10. I feel more invested in the success of my team and organization when my leader provides individualized consideration.	3.406	Strongly Agree	Very High Impact on Commitment
Overall	3.404	Strongly Agree	Very High Impact on Commitment

Scoring 3.436, "The individualized consideration I receive from my leader helps me to develop professionally" falls under "Strongly Agree," showing a very high impact on commitment. It underscores the significance of leadership in supporting teachers' professional growth and development (Hilton et. al., 2015). "I feel more confident in my ability to address challenges when my leader provides individualized consideration," with a mean of 3.429, strongly agrees, indicating a very high impact on commitment. This emphasizes the importance of supportive leadership in empowering teachers to tackle challenges (Bagdžiūnienė et. al., 2022).The statement, "Individualized consideration from my leader enhances my sense of autonomy and ownership over my work," scores a mean of 3.376. Falling under "Strongly Agree," it suggests that such leadership fosters a sense of independence and ownership among teachers (Day et.

al., 2020). "The individualized consideration I receive from my leader contributes to a positive work environment," with a mean of 3.436, strongly agrees, indicating a very high impact on commitment. This shows how personalized leadership attention can cultivate a more supportive and positive working atmosphere (Yan et. al., 2023). The statement, "I feel more invested in the success of my team and organization when my leader provides individualized consideration," has a mean of 3.406. This strong agreement signifies a very high impact on commitment, highlighting the role of individualized consideration in fostering a sense of collective responsibility and investment in the team's success (Khan et. al., 2020).The analysis highlights the critical role of individualized consideration in transformational leadership within educational settings. The highest weighted mean at 3.436, for statements related to professional development and contributing to a positive work environment, underscores the significant value teachers place on leaders' roles in these areas, indicating a very high impact on their commitment. Conversely, the statement with the lowest mean is "Individualized consideration from my leader enhances my sense of autonomy and ownership over my work," with a mean of 3.376. Despite being the lowest, it still falls under "Strongly Agree," showing a very high impact on commitment. This indicates that while it's highly impactful, the sense of autonomy and ownership is slightly less influenced by individualized consideration compared to professional development and work environment. Overall, these findings emphasize that leaders providing personalized attention and support not only boost teachers' professional growth and autonomy but also strengthen their overall commitment and connection to their roles, fostering a positive and productive educational environment.

Intellectual Stimulation

Table 5 highlights the role of intellectual stimulation in transformational leadership, showing its positive impact on teacher commitment. By fostering innovation, creativity, and critical thinking, this approach supports teachers' professional growth and job satisfaction.

Table 5. *Transformational leadership styles that affect teacher commitment in terms of Intellectual Stimulation*

Indicators	Weighted Mean	Description	Verbal Interpretation
The intellectual stimulation I receive from my leader helps me to develop new skills and competencies.	3.384	Strongly Agree	High Impact on Commitment
The intellectual stimulation I receive from my leader enhances my creativity and problem-solving abilities.	3.361	Strongly Agree	Very High Impact on Commitment
I feel more engaged in my work when my leader provides intellectual stimulation.	3.406	Strongly Agree	Very High Impact on Commitment
The intellectual stimulation I receive from my leader helps me to generate new ideas and approaches to teaching.	3.399	Strongly Agree	Very High Impact on Commitment
Intellectual stimulation from my leader makes me feel more valued and respected as a teacher.	3.429	Strongly Agree	Very High Impact on Commitment
Overall	3.396	Strongly Agree	Very High Impact on Commitment

With a mean of 3.384, the statement, "The intellectual stimulation I receive from my leader helps me to develop new skills and competencies," falls under "Strongly Agree," reflecting a high impact on commitment. It indicates that intellectual stimulation is crucial for skill development (Sánchez-Cardona et. al., 2018). The statement, "The intellectual stimulation I receive from my leader enhances my creativity and problem-solving abilities," scores 3.361. Strongly agreeing, it highlights a very high impact on

commitment, reinforcing the importance of intellectual stimulation in fostering creative problem-solving skills (Ritter et. al., 2020). "I feel more engaged in my work when my leader provides intellectual stimulation," with a mean of 3.406, strongly agrees, showing a very high impact on commitment. This suggests that intellectual stimulation is key to maintaining high levels of engagement (Judge & Klinger, 2012). Scoring 3.399, "The intellectual stimulation I receive from my leader helps me to generate new ideas and approaches to teaching" falls under "Strongly Agree," indicating a very high impact on commitment. It highlights the role of intellectual stimulation in fostering innovative teaching methods (Bolkan et. al., 2011).The statement, "Intellectual stimulation from my leader makes me feel more valued and respected as a teacher," has a mean of 3.429. This strong agreement, indicating a very high impact on commitment, emphasizes how intellectual engagement contributes to teachers feeling valued and respected (Bolkan et. al., 2011). Overall, the statement "Intellectual stimulation from my leader makes me feel more valued and respected as a teacher" has the highest mean of 3.429, categorized under "Strongly Agree." This indicates a very high impact on commitment, suggesting that when teachers receive intellectual stimulation that acknowledges their expertise and creativity, it significantly enhances their sense of value and respect in their profession. The statement with the lowest weighted mean is "The intellectual stimulation I receive from my leader enhances my creativity and problem-solving abilities," with a mean of 3.361. Although this is the lowest, it still falls within the "Strongly Agree" category, showing a very high impact on commitment. This suggests that intellectual stimulation is crucial for fostering teachers' creativity and problem-solving skills, albeit slightly less impactful than other areas.The insights emphasize the significant role of intellectual stimulation in transformational leadership within educational settings. The highest weighted mean highlights the value teachers place on the positive impact of intellectual engagement on being valued and respected as a teacher. However, the lowest mean though still high, suggests a need for improvement in fostering creativity and innovation through intellectual stimulation. This points to an opportunity for leaders to further encourage creative thinking and problem-solving among teachers. Overall, the findings underscore that providing an intellectually stimulating and challenging environment is crucial for enhancing teachers' professional growth, job satisfaction, creativity, and overall commitment, contributing to a more dynamic and fulfilling educational experience.

Idealized Influence

Table 6 explores the concept of idealized influence, a crucial component of transformational leadership, and its impact on teacher commitment. Idealized influence refers to the ability of leaders to serve as role models, inspiring respect, trust, and admiration through their values, beliefs, and ethical standards.

Table 6. *Transformational leadership styles that affect teacher commitment in terms of Idealized Influence*

Indicators	Weighted Mean	Description	Verbal Interpretation
My leader's idealized influence encourages me to prioritize the needs of others over my own.	3.316	Agree	High Impact on Commitment
The consistent display of idealized influence by my leader reinforces my trust and confidence in their leadership.	3.346	Agree	High Impact on Commitment
The idealized influence of my leader motivates me to exceed performance expectations.	3.323	Agree	High Impact on Commitment
I feel a strong sense of identification with my leader and strive to embody their values and mission.	3.429	Strongly Agree	Very High Impact on Commitment
The idealized influence of my leader enhances my commitment and loyalty to the organization.	3.338	Agree	High Impact on Commitment

Overall	3.350	Agree	High Impact on Commitment

Scoring 3.316, "My leader's idealized influence encourages me to prioritize the needs of others over my own," falls under "Agree," indicating a high impact on commitment. This suggests that leaders who exemplify selflessness can inspire similar values in their teachers. With a mean of 3.346, the statement, "The consistent display of idealized influence by my leader reinforces my trust and confidence in their leadership," agrees, showing a high impact on commitment. It underscores the importance of consistency in leadership for building trust (Lansing et. al., 2023). The statement, "The idealized influence of my leader motivates me to exceed performance expectations," scores 3.323. Falling under "Agree," it indicates a high impact on commitment, highlighting the motivational aspect of a leader's idealized influence (Jimenez & Jimenez, 2022). Scoring 3.429, "I feel a strong sense of identification with my leader and strive to embody their values and mission," strongly agrees, showing a very high impact on commitment. This reflects the powerful effect of a leader's values in shaping teachers' own goals and behaviors (Dinsdale, 2017). The statement, "The idealized influence of my leader enhances my commitment and loyalty to the organization," has a mean of 3.338. It agrees, indicating a high impact on commitment, suggesting that leaders who are exemplary in their conduct can bolster teachers' organizational commitment (Roncesvalles & Gaerlan, 2021).The table overall shows how idealized influence in transformational leadership impact teacher commitment. The highest mean at 3.429, for the statement about teachers identifying with their leader's values and mission, indicates that teachers highly value and are committed to leaders who embody admirable qualities and ethical standards. Conversely, The indicator with the lowest mean is "My leader's idealized influence encourages me to prioritize the needs of others over my own," with a mean of 3.316. Falling under "Agree," this suggests a high impact on commitment, although slightly less compared to other aspects. It implies that while the selflessness demonstrated by leaders is influential, it might not be the strongest factor driving commitment among teachers. Overall, the findings highlight the profound influence of leaders who serve as ethical and inspirational role models, significantly affecting teachers' commitment and shaping a positive and ethical work environment.

Multiple Regression Analysis
Table 7 displays the correlation coefficients between various transformational leadership styles and teacher commitment, indicating the strength and direction of the relationships.

Table 7. *Correlation Analysis of Transformational leadership styles and teacher commitment*

Variables	Correlation Coefficient	P-Value	Interpretation
Inspirational Motivation (IM)	.926**	p<0001	Significant
Individualized Consideration (IC)	.862**	p<0001	Significant
Intellectual Stimulation (IS)	.756**	p<0001	Significant
Idealized Influence (IF)	.769**	p<0001	Significant

Results show that all transformational leadership components significantly affects teacher commitment. The correlation coefficient for IM is .926, which indicates a very strong positive relationship with teacher commitment. This suggests that when leaders exhibit behaviors associated with inspirational motivation—such as articulating a vision that is appealing and inspiring to teachers—their level of commitment to the organization or their profession tends to be significantly higher. This finding aligns with the work of Obi (2018), who demonstrated that leaders who effectively communicate their vision can enhance the motivational levels of their staff.With a correlation coefficient of .862, IC also shows a strong positive association with teacher commitment. This suggests that when leaders attend to the individual needs of teachers, support them, and encourage their professional development, teachers are more likely to feel committed to their roles. This is consistent with the findings of Cahyono et al. (2020) who found that

personalized support from leadership was a key factor in job satisfaction and commitment.The correlation coefficient of .756 indicates a significant positive relationship, albeit slightly weaker than IM and IC. This implies that teachers' commitment can be positively influenced by leaders who challenge them intellectually and stimulate them to think critically and solve problems innovatively. These results echo the conclusions drawn by Mlambo et al. (2021), who emphasized the importance of intellectual challenge in professional growth and engagement.The correlation of .769 shows a positive and significant relationship with teacher commitment. This suggests that leaders who are admired, respected, and able to instill pride among teachers can positively impact their commitment. This reinforces the narrative presented by Asif et al. (2019) who argued that leaders who act as role models and demonstrate high ethical standards tend to cultivate higher levels of allegiance and dedication among their followers.The results shows that overall transformational leadership styles have a strong and positive relationship with teacher commitment. Leaders in educational settings should be aware of the potential impact their actions and behaviors can have on their staff's commitment levels. By focusing on behaviors that align with transformational leadership, such as providing inspiration, personalized support, intellectual stimulation, and acting as ethical role models, leaders may be able to enhance teacher commitment effectively. Drawing on the significant correlations, in determining the relationship that best affect teacher commitment, multiple regression was conducted. The multiple regression analysis summarized in Table 8 indicates a significant relationship between transformational leadership styles and teacher commitment.The R value of .929 signifies a strong positive correlation, while the R Square value of .862 suggests that approximately 86.2% of the variance in teacher commitment can be explained by the model's predictors—Inspirational Motivation (IM), Individualized Consideration (IC), Intellectual Stimulation (IS), and Idealized Influence (IF). The Adjusted R Square, at .858, adjusts this value for the number of predictors in the model, confirming that the model's explanatory power is not due to chance. The standard error of the estimate is .26819, which is relatively low, indicating precise predictions from the model.

Table 8. *Summary of Multiple Regression Analysis for Variables Predicting Teacher Commitment*

	R	R Square	Adjusted R Square	Std. Error of the Estimate
Model	.929a	.862	.858	.26819

Note:
a. Predictors: (Constant), IF, IC, IS, IM
b. Dependent Variable: Teacher Commitment

Table 13 presents the ANOVA for the regression analysis, which tests whether the model is significantly better at predicting teacher commitment than a model without predictors. The F value of 200.102 and the associated p-value of less than .001 strongly reject the null hypothesis that the model with predictors does not improve prediction over the model with only the mean. This suggests that the variables chosen for the model do indeed have a significant predictive relationship with teacher commitment.

Table 9. *ANOVA for Multiple Regression Analysis Predicting Teacher Retention*

	Sum of Squares	df	Mean Square	F	Sig.
Regression	57.57	4	14.392	200.102	.000
Residual	9.206	128	0.072		
Total	66.776	132			

Note:
a. Dependent Variable: Teacher Commitment (TC)
b. Predictors: (Constant), IF, IC, IS, IM

These findings show that transformational leadership styles are critical determinants of teacher commitment. The strong model fit indicated by the high R Square and the significant F statistic from the ANOVA suggests that these leadership behaviors can be reliably associated with the level of commitment

teachers feel towards their profession or institution.Similarly, these findings may be viewed in conjunction with the work of Azim et al. (2019), who found similar results concerning the impact of leadership styles on employee engagement. Additionally, the importance of transformational leadership in organizational commitment could be further supported by citing Purwanto (2020) who demonstrated a strong link between transformational leadership and job satisfaction.Overall, Table 10 provides a detailed look at the impact of various transformational leadership styles on teacher commitment using a multiple regression model. The unstandardized coefficients indicate how much the dependent variable, teacher commitment, changes with a one-unit change in the predictor variable, while holding other variables constant. The standard coefficients, or Betas, show the relative impact of each predictor variable.For Inspirational Motivation (B = 0.9, Beta = 0.88), this variable has the strongest positive impact on teacher commitment, with a highly significant t-value (9.931) and a significance level of p<0.001. This indicates a robust relationship between inspirational motivation and teacher commitment, consistent with the findings of researchers like Cahyono et al. (2020) who reported that an inspiring vision from leaders is a powerful motivator for employees and has notably favorable and substantial impact on organizational commitment by fostering job satisfaction among employees.

Table 10. *Transformational leadership styles that best predict teacher commitment*

Model	Unstandardized Coefficients		Standard Coefficients		
	B	Std. Error	Beta	T	Sig
(Constant)	0.183	0.126		1.451	0.149
Inspirational Motivation	0.9	0.091	0.88	9.931	0.000
Individualized Consideration	0.141	0.092	0.133	1.529	0.129
Intellectual Stimulation	-0.139	0.072	-0.135	-1.943	0.054
Idealized Influence	0.048	0.068	0.046	0.709	0.480

Individualized Consideration (B = 0.141, Beta = 0.133) shows a positive coefficient, suggesting a favorable impact on teacher commitment, its significance level (p=0.129) is not below the conventional threshold of 0.05, indicating that the relationship may not be strong or consistent. This can be contrasted with Cahyono et al. (2020), which may have found a more significant effect of individualized consideration on employee outcomes.

Meanwhile, **Intellectual Stimulation (B = -0.139, Beta = -0.135)**: The negative coefficient for intellectual stimulation is intriguing, suggesting that, in this model, higher intellectual stimulation is associated with lower teacher commitment. This is different from other studies such as Alsayyed et al. (2020) who reported intellectual stimulation significantly impact on organizational performance and commitment.

Idealized Influence (B = 0.048, Beta = 0.046) show that positive but with a low coefficient and a non-significant t-value (0.709) and p-value (0.48). This indicates that idealized influence may not be a strong predictor of teacher commitment in this model, a finding dissimilar to that of Alsayyed et al. (2020) who have found a more substantial impact of idealized influence on organizational performance and commitment.Overall, the equation below represents the multiple regression model that best predicts *best predict teacher commitment* based on the results. The equation takes the form of Y = b0 + b1X1 + b2X2 + ... + b12X12, where Y represents the predicted value of teacher commitment (TC) and X1 through X14 represents the independent variables included in the model.

a. Dependent Variable: TC

R = 0.929   F-value = 200.12

$R^2 = 0.862$ p-value = 0.000

Equation:
$Y = 0.183 + (0.9* X1) - (0.141* X2) - (0.139* X3) - (0.048* X4)$

Where:
Y = Teacher Commitment (TC)
X1 = Inspirational Motivation (IM)
X2 = Individualized Consideration (IC)
X3 = Intellectual Stimulation (IS)
X4 = Idealized Influence (IF)
Overall, the regression equation derived from the model is:

$Y = 0.183 + 0.9(IM) + 0.141(IC) - 0.139(IS) + 0.048(IF),$

where Y is teacher commitment, suggests that among the predictors, inspirational motivation is the most significant. This model, with an R of 0.929 and an F-value of 200.12, is statistically robust ($p<0.001$), indicating that these leadership styles are collectively powerful predictors of teacher commitment. These findings provide compelling evidence for educational leaders to focus on developing and demonstrating inspirational motivation above other transformational leadership styles to enhance teacher commitment.

Faculty Leadership Training Program: Activities Aligned with Transformational Leadership Variables
Rationale
The rationale for the program stems from the identified need to bolster teacher commitment through effective leadership practices. This study has demonstrated a clear link between transformational leadership and increased levels of teacher commitment, which in turn can lead to improved educational outcomes. In developing leaders who can inspire, support, stimulate, and serve as role models, the program seeks to cultivate a more engaged and dedicated teaching faculty.

General Objectives
The general objective of the program activities is to strengthen the transformational leadership capacities of faculty members, thereby enhancing the overall educational environment and increasing teacher commitment and retention.

Specific Objectives
1. To provide faculty members with the knowledge and skills necessary to lead with inspiration and motivation, creating a shared vision that aligns with educational goals.
2. To develop the ability of faculty leaders to recognize and address the individual needs and aspirations of their colleagues, fostering a supportive and nurturing work environment.
3. To encourage intellectual engagement among faculty by promoting creativity, critical thinking, and problem-solving in an academic setting.
4. To build a faculty leadership style that exemplifies ethical conduct, engenders trust, and earns respect from peers and subordinates.

CONCLUSIONS
The study concludes that teacher commitment is significantly influenced by factors such as a positive work environment, manageable workloads, competitive salaries, and effective administrative support. Transformational leadership, particularly through Inspirational Motivation, Individualized Consideration, Intellectual Stimulation, and Idealized Influence, plays a vital role in enhancing teacher commitment. Inspirational Motivation emerged as the most impactful, followed by Individualized Consideration, while Intellectual Stimulation and Idealized Influence had slightly weaker effects.To address these findings, a "Faculty Leadership Training Program" has been proposed, emphasizing transformational leadership practices to foster teacher engagement and satisfaction. The results confirm a strong relationship between transformational leadership and teacher commitment, with practical implications for educational institutions to inspire, support, and motivate teachers effectively, ultimately cultivating a committed and dedicated teaching workforce.

RECOMMENDATIONS

Based on the findings and conclusions of the study, several recommendations have been proposed to enhance the efficacy of leadership strategies within educational institutions. These recommendations emphasize the development and implementation of leadership strategies tailored to the diverse needs of the teaching workforce, including demographic differences such as institution type, age group, gender, and experience levels. Specifically, it is suggested that educational institutions focus on developing transformational leadership qualities among their leaders, concentrating on the four key dimensions: Inspirational Motivation, Individualized Consideration, Intellectual Stimulation, and Idealized Influence. These efforts could be encapsulated within a comprehensive Faculty Leadership Training Program, which would be regularly monitored and adapted to ensure its effectiveness in fostering teacher commitment and satisfaction.The study underlines the importance of Inspirational Motivation as a critical predictor of teacher commitment, recommending that educational leaders prioritize this aspect to inspire and motivate teachers significantly. Furthermore, it advises that institutions regularly evaluate their leaders' adherence to transformational leadership principles, facilitating continuous improvement and alignment with these leadership behaviors.Addressing the limitations of the study, the recommendations include extending future research to a broader and more diverse sample size to enhance the generalizability of the findings. Additionally, it suggests conducting qualitative research for deeper insights into the experiences and perceptions regarding transformational leadership and longitudinal studies to assess the long-term impacts of such leadership styles on teacher commitment and job satisfaction.For future research, exploring the impact of transformational leadership on broader educational outcomes like student achievement, teacher retention, and organizational culture is recommended. Comparative studies across different educational contexts or countries could illuminate the role of cultural and institutional factors in the effectiveness of transformational leadership. Lastly, investigating the role of technology and digital tools in supporting transformational leadership, especially amidst the rise of digitalization and remote learning, is proposed as a valuable area for further exploration. These recommendations aim to guide future initiatives and research towards enhancing leadership practices in education, ultimately improving educational outcomes and teacher well-being.

FACULTY (FACT) LEADERSHIP TRAINING PROGRAM

Based on the study's findings, a comprehensive Faculty Leadership Training Program can be developed to address all aspects of transformational leadership and its effects on teacher commitment. The program is designed to enhance the leadership skills of faculty members, focusing on Inspirational Motivation, Individualized Consideration, Intellectual Stimulation, and Idealized Influence.

Table 15. *Proposed Faculty Leadership Training Program*

Component	Details
Project Title	Enhancing Transformational Leadership in Education
Proponents & Implementers	Educational Leadership Committee in collaboration with HR Development
Background and Rationale	Based on the study, transformational leadership significantly impacts teacher commitment. This program aims to develop these leadership qualities in faculty members.
Objectives	To equip faculty with transformational leadership skills; to foster a positive and productive educational environment; to enhance teacher commitment and job satisfaction.
Activities	Workshops on transformational leadership; Peer mentoring; Role-playing sessions; Feedback and reflection sessions. (see table 14 for complete details)
Output	Trained faculty members in transformational leadership; Development of individual leadership plans.
Target Participants	Faculty members, especially those in leadership positions or aspiring to such roles.

Performance Indicator/ Physical Target	At least 80% of participants demonstrate improvement in transformational leadership skills; Positive feedback in post-training evaluations.
Evaluation Tools	Surveys and feedback forms; Pre- and post-training assessments; Periodic performance reviews.
Description of Resources	Trainers and facilitators with expertise in educational leadership; Training materials and resources; Venues for workshops and sessions.
Technical Working Committee	Representatives for Educational Leadership, Human Resources, and experienced faculty members.
Recommendation	Integration of the training program into the faculty development plan; Continuous evaluation and improvement of the program.
Data Management	Secure collection and analysis of feedback and performance data to inform future iterations of the program.
Sustainability Plan	Regular updates to the program based on feedback and emerging leadership trends; Ongoing support and resources for trained faculty.

The program, titled "Enhancing Transformational Leadership in Education," is to be initiated by the Educational Leadership Department in collaboration with HR Development. It is grounded in the study's findings that transformational leadership significantly influences teacher commitment. The program aims to equip faculty with transformational leadership skills to create a positive and productive educational environment, thereby enhancing teacher commitment and job satisfaction.The activities in the program include workshops on transformational leadership, peer mentoring, role-playing sessions, and feedback and reflection sessions (Table 14). These are designed to train faculty members in transformational leadership and help them develop individual leadership plans. The program targets faculty members, particularly those in or aspiring to leadership roles. Performance indicators include at least 80% of participants demonstrating improvement in leadership skills and receiving positive feedback in post-training evaluations. The program will be evaluated through surveys, feedback forms, and periodic reviews.Resources for the program comprise skilled trainers and facilitators, training materials, and workshop venues. A Technical Working Committee, including representatives for Educational Leadership, HR, and experienced faculty members, will oversee the program. It is recommended that the program be integrated into the faculty development plan and regularly evaluated for improvements. Data management involves securely collecting and analyzing feedback for future iterations of the program, and a sustainability plan ensures regular updates based on feedback and emerging trends.

Table 16. Faculty Leadership Training Program: Activities Aligned with Transformational Leadership Variables

Transformational Leadership Variable	Type of Activity	Title	Content	Method
Inspirational Motivation	Workshop	Inspiring and Motivating in Education	Strategies for inspiring and motivating teachers, creating a compelling vision, and effectively communicating goals.	Interactive presentations, group discussions, and case studies.
	Role-playing Sessions	Enacting Inspirational Scenarios	Participants engage in role-playing to practice scenarios that require inspirational communication and motivation.	Small group sessions with guided scenarios, followed by feedback and discussion.

Individualized Consideration	Workshop	Understanding and Addressing Individual Needs	Techniques for recognizing and addressing individual differences among faculty, personalizing interactions, and providing tailored support.	Lectures, breakout sessions for discussion, and role-plays focusing on empathetic communication and personalized leadership.
	Peer Mentoring	Mentorship for Personalized Growth	Establishing a mentorship program where experienced faculty guide less experienced members, focusing on their unique developmental needs.	Pairing mentors with mentees, regular meetings, and progress tracking.
Intellectual Stimulation	Workshop	Fostering Creativity and Critical Thinking	Methods to encourage innovative thinking, problem-solving, and critical analysis among faculty.	Interactive exercises, brainstorming sessions, and problem-solving activities.
	Feedback and Reflection Sessions	Reflecting on Intellectual Growth	Opportunities for faculty to reflect on their learning experiences, receive constructive feedback, and discuss intellectual challenges.	Facilitated group discussions and personal reflection activities.
Idealized Influence	Role-playing Sessions	Modeling Ethical and Admirable Behaviors	Role-play exercises that focus on ethical dilemmas, decision-making, and leading by example.	Scenario-based role-plays followed by group analysis and feedback.
	Workshop	Building Trust and Respect through Leadership	Developing leadership qualities that foster trust, respect, and admiration, such as integrity, ethical conduct, and transparent communication.	Case studies, discussions on ethical leadership, and personal action planning.

Participants The "Enhancing Transformational Leadership in Education" program is designed for faculty members who are currently in leadership positions or those who aspire to such roles in the future. This includes department heads, program coordinators, senior educators, and others who are positioned to influence the teaching environment and faculty commitment.

Budget The budget for the program is set at 20,000 Philippine Pesos, which will cover the costs of trainers and facilitators with expertise in educational leadership, materials and resources for the workshops, venues for conducting the sessions, and other administrative expenses. This budget also includes provisions for the monitoring and evaluation phase, ensuring that the effectiveness of the program is assessed and improvements are made for future iterations.

Table 17. Budget Breakdown for Faculty Leadership Training Program

Category	Details	Allocated Budget (PHP)
Trainers and Facilitators	Fees for experts in educational leadership	8,000
Workshop Materials	Handouts, workbooks, and other printed materials	3,000
Venue	Rental costs for workshop spaces	4,000
Administrative Expenses	Communication, photocopying, and logistical support	1,500
Monitoring and Evaluation	Surveys, feedback forms, assessment tools	2,000
Contingency Fund	Unplanned expenses during the program	1,500
Total		20,000

Time Frame

The six-month training program covers all four transformational leadership components through interactive activities, providing participants time to apply their learning, receive feedback, and refine their practice. Regular sessions ensure consistency and the integration of new skills into daily routines.

Author Note: I have no known conflict of interest to disclose

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