

From Compliance to Commitment: A Quantitative Study of Educational Leadership's Influence in Education

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ABSTRACT

This research seeks to explore the association between educational leadership behaviors, social interaction processes, and the development of organizational commitment among educators. The study will use a descriptive-correlational study approach. Moreover, it will utilize a descriptive-correlational research methodology to explore the association between "educational leadership behavior"s, "social exchange processes", and the development of organizational commitment among educators. The study quantitatively examines these components to clarify the specific leadership practices and strategies that can facilitate the transition from compliance to commitment at Olivarez College. The results show that the educational leaders at Olivarez College are very good at transformational leadership and social interaction, and that the teachers are very committed to the COPC and AACCUP standards. The findings show a strong link between acts of transformative leaders and positive social interaction. There were no significant relationships observed between positive social interchange and organizational commitment, nor between "transformational leadership" attributes and organizational commitment. The research underscores the attributes of Olivarez College about leadership and social interchange among its educational leaders. However, it highlights the complexity of factors influencing organizational commitment, suggesting that leadership and social interaction may not serve as sufficient indicators of loyalty to business objectives. Further research is recommended to examine additional factors that may affect organizational commitment in educational settings. Therefore, Olivarez College should continue to build on its strengths in leadership and social interaction while also working on areas that need improvement, such as increasing organizational commitment.

Keywords: Educators, Educational Leaders, Organizational Commitment, Positive Social Exchange, Transformational Leadership

INTRODUCTION

In the Philippines, the "Accrediting Agency of Chartered Colleges and Universities" (AACCUP) requires that both public and private higher education institutions get the Certificate of Program Compliance (COPC) before they can apply for program accreditation. According to CHED Memorandum Order No. 6, all Presidents and Officers in Charge (OICs) of State Universities and Colleges (SUCs) must oversee the review of program offerings to make sure they fit with the SUCs' main goal and have a "Certificate of Program Compliance" (COPC) or the right government authorization, permit, or recognition. A lot of colleges and universities have followed rules that were in place before CHED sent out the Memorandum. Scholars have investigated the complex relationship between leadership and commitment in education, highlighting the significance of changing from compliance to commitment. A recent study on leadership education elucidated the influence of high school teachers on their students, emphasizing its importance for student learning and growth. "The influence of teacher leadership on students' purposeful learning" (Espinosa & Gonzales, 2023).

An introductory study for this investigation investigated the mediating role of instructors' commitment to transformational leadership and their long-term classroom performance. The study "Impact of Teachers' Commitment to the Relationship between Transformational Leadership and Sustainable Teaching Performance" (Alzoraiqi, M., Ahmad, A. R., Ateeq, A. A., Naji, G. M. A., Almaamari, Q., et al., 2023) indicates that teacher commitment significantly influences the relationship between transformational leadership and sustainable teaching performance. This finding is corroborated by an alternative study examining the impact of school leadership on teacher collaboration within the classroom. The study "Impact of School Leadership on Teacher Professional Collaboration" by Hsieh, Chen, and Li (2023) asserts that school leadership significantly influences teachers' evaluations of their own competencies and the creativity of their peers. Bellibas, Gumus, and Chen (2023) investigated the correlation between decentralized school leadership and teacher commitment. After accounting for the moderating influences of teachers' workload stress and overall well-being, the study found that distributed leadership significantly affects teacher

commitment. Karakus, Toprak, and Chen (2024) propose a theoretical framework for school administrators to enhance teachers' self-perception. Their research indicates that school administrators substantially influence teachers' commitment by cultivating a supportive atmosphere for both their professional and personal life. Alzoraiki, Ahmad, Ateeq, and Naji (2023) did research on the link between transformative leadership and long-term classroom performance. This study's theoretical basis was built on their work. Their findings indicate that leadership plays a crucial role in cultivating a focused culture. This study will perform a quantitative analysis that expands on previous findings to further investigate the impact of leadership on the transition from compliance to commitment in the education sector. Several further studies in the Philippines have examined the correlation between different leadership styles and educators' commitment. A favorable correlation existed between teacher dedication and transformational leadership (Santos, Reyes, and Cruz, 2023), a leadership style defined by intellectual stimulation, motivational influence, individualized attention, and an idealistic impact. When their bosses adopted transactional leadership styles based on rewards and punishments, teachers cared less about their professions. These results emphasize the necessity for enhanced transformative leadership to elevate teacher commitment in the Philippines. Garcia, Lopez, and Hernandez (2023) conducted a study in the Philippines to examine the influence of school culture on teacher commitment. The study found that teachers were more dedicated to their employment when they worked in an environment that encouraged positive and supportive learning, trust, teamwork, and shared values. Teacher disengagement was associated with an unfavorable school environment characterized by deceit, excessive competition, and competing values. These findings underscore the necessity of fostering a supportive and affirmative school environment for Filipino educators to maintain their commitment to their profession. Tan, Lim, and Reyes (2023) conducted a study examining the relationship between instructional leadership and teacher commitment in the Philippine context. The findings indicated that instructional leadership strategies, such as setting explicit goals and expectations, offering professional development opportunities, and providing feedback and support, were positively correlated with teacher commitment. The study also showed that instructional leadership greatly reduced the link between school leadership and teacher commitment. These results underscore the need of robust instructional leadership in fostering teacher commitment within the Philippine education system. A study conducted by Cruz, Santos, and Gonzales (2023) investigated the influence of teacher autonomy on teacher commitment within the Philippine school system. The study showed that teachers who felt they had more freedom in their classrooms and when making decisions were more committed to their work. The study demonstrated that autonomy significantly affected teacher commitment indirectly by improving job satisfaction and professional development. The results show that giving teachers more freedom and letting them make choices would greatly improve their commitment and job happiness in the Philippine education system. While educational leaders have a favorable impact on the commitment of instructional leaders and facilitators in higher education institutions, further investigation is necessary to understand the specific challenges and dynamics influencing teacher commitment, particularly in the context of Olivarez College. The study acknowledged that Olivarez College, similar to numerous other institutions, aims to meet the Certificate of Program Compliance (COPC) and AACUP requirements established by accrediting organizations. Consequently, a study was conducted at Olivarez College to examine the factors affecting instructors' commitment, in light of their efforts to comply with COPC and AACUP criteria. This study sought to delineate particular strategies and interventions that educational leaders at Olivares College may implement to enhance the commitment of instructional leaders and facilitators throughout the Academic Year 2023-2024. The outcomes of this research will augment the current knowledge base and provide actionable recommendations for educational leaders at Olivares College and similar higher education institutions in the Philippines, ensuring their alignment with COPC compliance before progressing to AACUP level.

METHODOLOGY

This chapter explains the methods and rules that will be used to carry out the research. The paper includes the research design, sampling method, data sources, research population, sampling method, instrumentation and validation, data collection process, and statistical analysis of the results.

RESULTS/FINDINGS

This chapter presents the data gathered, statistical results, interpretations, and analysis.

The level of perceived transformational leadership behaviors among educational leaders in Olivarez College

Table 1

Indicators	Weighted Mean	Verbal Interpretation	Rank
1	4.53	Strongly Agree	19
2	4.83	Strongly Agree	1
3	4.77	Strongly Agree	5
4	4.83	Strongly Agree	2
5	4.83	Strongly Agree	3
6	4.73	Strongly Agree	10
7	4.77	Strongly Agree	6
8	4.70	Strongly Agree	12
9	4.77	Strongly Agree	7
10	4.53	Strongly Agree	20
11	4.80	Strongly Agree	4
12	4.77	Strongly Agree	8
13	4.77	Strongly Agree	9
14	4.73	Strongly Agree	11
15	4.67	Strongly Agree	14
16	4.63	Strongly Agree	16
17	4.67	Strongly Agree	15
18	4.70	Strongly Agree	13
19	4.60	Strongly Agree	17
20	4.57	Strongly Agree	18
Average	4.71	Strongly Agree	

Table 1 shows how many regular teachers and authorities at Olivarez College thought they saw transformational leadership characteristics. The weighted mean for all indicators ranges from 4.53 to 4.83, indicating a strong agreement among the respondents.

The high average weighted mean of 4.71 shows that educational leaders, including regular academics and officials, show strong transformational leadership behaviors. This means that they can excite and inspire their followers, promote a shared vision, and encourage creativity and innovation among their team.

Transformational leadership has a good effect on how well a company does and how happy its employees are. By demonstrating these qualities, the educational leaders at Olivarez College are positioned to foster a positive work environment and encourage a culture of growth and development.

Putri and Hasan (2021) wrote a paper called "The Role of Transformational Leadership in School Improvement: A Systematic Review." In this paper, the writers look into how transformational leadership might help schools do better. The study demonstrates that transformational leadership practices, such as inspiring and motivating staff, promoting a shared vision, and fostering a positive school culture, improve student achievement and overall school effectiveness.

Table 2 shows that educational leaders at Olivarez College think they have a lot of pleasant social exchanges with each other. The weighted mean for all indicators ranges from 4.33 to 4.83, indicating a strong agreement among the respondents.

The high average weighted mean of 4.63 shows that the educational leaders at Olivarez College have strong positive social exchange practices. This means that they build relationships with their coworkers that are helpful and cooperative, which encourages trust, respect, and cooperation.

Positive social interchange is important in schools because it creates a positive work atmosphere, makes communication and collaboration better, and makes leaders and their peers happier and healthier overall. Chen and Sriphon (2022) demonstrated in their research that the competences, ethical standards, and constructive relational behaviors of leaders are essential for effective management, fostering leadership, trust, and social exchange relationships. Leaders must be able to manage tasks and people, even people

who work from home. So, leadership practices are really important for keeping a company alive. The section provides more conversation on theoretical and practical matters.

The level of educators’ organizational commitment in them strive to comply with the Certificate of Program Compliance (COPC) requirements set by accrediting bodies.

Table 3

Indicators	Weighted Mean	Verbal Interpretation	Rank
1	4.70	Strongly Agree	11
2	4.50	Strongly Agree	20
3	4.67	Strongly Agree	12
4	4.73	Strongly Agree	10
5	4.80	Strongly Agree	6
6	4.93	Strongly Agree	2
7	4.60	Strongly Agree	16
8	4.67	Strongly Agree	13
9	4.83	Strongly Agree	3
10	4.67	Strongly Agree	14
11	4.60	Strongly Agree	17
12	4.97	Strongly Agree	1
13	4.77	Strongly Agree	9
14	4.80	Strongly Agree	7
15	4.80	Strongly Agree	8
16	4.83	Strongly Agree	4
17	4.83	Strongly Agree	5
18	4.57	Strongly Agree	18
19	4.53	Strongly Agree	19
20	4.67	Strongly Agree	15
Average	4.72	Strongly Agree	

Table 3 shows that teachers are very committed to their jobs when it comes to meeting the Certificate of Program Compliance (COPC) requirements set by accrediting bodies. The weighted mean for all indicators ranges from 4.50 to 4.97, indicating a strong agreement among the respondents.

The high average weighted mean of 4.72 shows that the teachers are very dedicated to reaching the COPC standards. This shows that they are committed to following the rules and requirements set by accreditation authorities.

In education, an individual's level of organizational commitment is a key sign of how much they agree with and are dedicated to the organization's goals and values. Teachers that are very dedicated to their schools are also dedicated to reaching the requirements set by certification authorities and giving their kids a good education.

It yields the same outcome. According to the study by Alzoraiki, Ahmad, Ateeq, and Naji (2023), transformational leadership positively influences teacher commitment within the framework of the relationship between sustained teaching performance and transformational leadership. Additionally, the results demonstrated that transformational leadership positively influenced educators' performance. Evidence indicated that the teachers' dedication improved the pupils' long-term academic outcomes. The study found that teachers' dedication was the most important thing that linked transformational leadership to long-term success in the classroom.

The relationship between the level of perceived transformational leadership behaviors among educational leaders and their social exchange level of Olivarez College

Table 4

Indicators	Mn	SD	Tvalue	tcritical	Interpretation
Transformational Leadership Behaviors	4.71	0.09	0.8266	±0.444	Not Significant

Positive Social Exchange	4.63	0.12				Not Significant
Significance level @ 0.05						

The data shows that transformative leadership has a mean of 4.71 and a standard deviation of 0.09. The social exchange, on the other hand, has a mean of 4.63 and a standard deviation of 0.12.

The r value, or correlation coefficient, between the two variables is 0.19. The computed t value is 0.8266, and the t critical value is ± 0.444 .

The computed t value being both higher and lower than the t critical value leads us to believe that there is a strong connection between how educational leaders, like regular faculty and officials at Olivarez College, see transformational leadership behaviors and how they see positive social exchange. Consequently, we will reject the null hypothesis, which posits that no significant association exists between these two variables.

Pennell, L. (2023) asserts in her study, "Transformational Leadership in Education: A Comprehensive Approach to Educational Success," that transformational leaders can adeptly manage the complexities of the dynamic educational environment, indicating a beneficial influence on educational achievement.

The level of perceived positive social exchange among educational leaders in the Olivarez College relate to their organizational commitment indicators

Table 5

Indicators	Mn	SD	tvalue	tcritical	Interpretation
Positive Social Exchange	4.63	0.12	0.6607	± 0.444	Significant
Educator's Organizational Commitment	4.72	0.12			Significant
Significance level @ 0.05					

The average for the social exchange is 4.63, and the standard deviation is 0.12. The average organizational commitment is 4.72, with a standard deviation of 0.12. The two variables have a correlation coefficient (r value) of 0.15. The t value that was determined is 0.6607, and the important t value is ± 0.444 .

The calculated t value is both higher and lower than the t critical value. This means that there is no significant link between positive social exchange among educational leaders at Olivarez College and educators' commitment to their organizations in order to meet the Certificate of Program Compliance (COPC) requirements. Therefore, we will reject the null hypothesis, which asserts that no significant correlation exists between these two variables.

Research by Kim, D. (2021) on organizational commitment and ethical leadership through the lenses of social exchange and empowerment indicates that perceived organizational support (POS) mediates the positive relationship between ethical leadership and follower emotional and normative commitment. As autonomy increased, the relationship between moral leadership and POS became more pronounced. This moderating effect also changed the implicit link between ethical leadership and commitment.

Significant relationship between the level of educator's organizational commitment and the perceived level of transformational leadership

Indicators	Mn	SD	tvalue	tcritical	Interpretation
Educator's Organizational Commitment	4.71	0.09	0.3437	± 0.444	Not Significant
Transformational Leadership Behavior	4.72	0.12			Not Significant
Significance level @ 0.05					

The average score for transformative leadership is 4.71, and the standard deviation is 0.09. The average level of dedication to the organization is 4.72, with a standard deviation of 0.12. The r value, or correlation coefficient, between the two variables is 0.08. The t value that was calculated is 0.3437, and the critical t value is ± 0.444 .

The calculated t value is both higher and lower than the t critical value. This means that there is no strong link between how educators see transformational leadership behaviors and how committed they are to their work in order to meet the Certificate of Program Compliance (COPC) requirements. As a result, we will reject the alternative hypothesis, which asserts that a significant correlation exists between these two variables.

Jabari & Ghazzawi (2019) wrote a paper called "Organizational Commitment: A Review of the Conceptual and Empirical Literature and a Research Agenda." They said that leadership is very important for employee commitment. It says that leaders have a big impact on this commitment because of how smart they are and how well they can motivate, pay fairly, make strategic decisions, and set policies that create an ethical workplace. This leads to a high-performing organization and a dedicated workforce.

A plan of action may be developed based on the results and findings of the study

ACTION PLAN

Activities	Time Frame	Resources	Person Responsible
<p>1. Focus on Other Leadership Styles:</p> <ul style="list-style-type: none"> - Conduct a comprehensive review of different leadership styles such as transactional leadership, servant leadership, and authentic leadership. - Assess the organizational context and identify which leadership styles align best with the organization's values, goals, and employee needs. - Develop leadership development programs or workshops that introduce and provide training on these alternative leadership styles. - Incorporate case studies, role-playing exercises, and real-life examples to help leaders understand and apply these styles effectively. - Provide ongoing support and coaching to leaders as they transition to new leadership approaches. 	<p>Month 1</p>	<ul style="list-style-type: none"> - Books and articles on leadership theories and practices. - Access to online courses or webinars on leadership development. - Leadership assessment tools to identify current leadership styles and areas for improvement. 	<p>Educational Leaders</p>

<p>2. Enhance Communication and Feedback Channels:</p> <ul style="list-style-type: none"> - Assess the current communication and feedback processes within the organization. - Identify areas for improvement, such as frequency and quality of communication, clarity of messages, and opportunities for two-way communication. - Implement regular team meetings, town halls, or virtual platforms for leaders to communicate updates, share information, and address employee concerns. - Train leaders on effective communication techniques, active listening, and providing constructive feedback. - Encourage leaders to create an open-door policy and establish regular feedback sessions with their team members. 	<p>Month 2</p>	<ul style="list-style-type: none"> - Communication platforms (e.g., Slack, Microsoft Teams) for easy and efficient communication. - Feedback tools such as 360-degree feedback software or survey platforms (e.g., SurveyMonkey, Google Forms). - Training materials on effective communication skills and feedback mechanisms. 	<p>Educational Leaders</p>
<p>3. Strengthen Employee Engagement Initiatives:</p> <ul style="list-style-type: none"> - Conduct an employee engagement survey or assessment to understand the current level of engagement within the organization. - Analyze the survey results to identify areas of improvement and specific factors that contribute to employee engagement. 	<p>Month 3</p>	<ul style="list-style-type: none"> - Employee engagement survey tools to measure current levels of engagement. - Recognition and rewards platform to facilitate employee recognition programs. - Professional development resources such as access to online learning platforms (e.g., LinkedIn Learning, Coursera). 	<p>Educational Leaders</p>

<ul style="list-style-type: none"> - Develop initiatives that align with the identified factors, such as providing opportunities for skill development, implementing recognition programs, or fostering a sense of purpose and meaning in work. - Create cross-functional teams or employee resource groups to encourage collaboration and engagement. - Regularly review and update employee engagement initiatives based on feedback and changing needs. 			
<p>4. Foster a Supportive Organizational Culture:</p> <ul style="list-style-type: none"> - Assess the current organizational culture and identify areas where support and work-life balance can be improved. - Develop policies and practices that promote work-life balance, such as flexible work arrangements, wellness programs, and employee assistance programs. - Train leaders on creating a supportive and inclusive work environment, emphasizing empathy, understanding, and respect. - Encourage leaders to model work-life balance and prioritize employee well-being. - Regularly communicate and reinforce the organization's 	<p>Month 4</p>	<ul style="list-style-type: none"> - Wellness program materials, including information on mental health resources and access to wellness apps or platforms. - Policies and guidelines documents that promote work-life balance and employee well-being. - Cultural assessment tools to gauge the current organizational culture and identify areas of improvement. 	<p>Educational Leaders</p>

<p>commitment to a supportive culture.</p>			
<p>5. Regularly Assess and Address Employee Needs:</p> <ul style="list-style-type: none"> - Conduct regular surveys, focus groups, or one-on-one conversations to gather feedback on employee needs, concerns, and motivations. - Analyze the data to identify common themes and areas for improvement. - Develop action plans to address the identified gaps and needs, considering both short-term and long-term solutions. - Communicate the findings and action plans to employees to demonstrate that their feedback is valued and acted upon. - Monitor the progress of the action plans and make adjustments as needed based on ongoing feedback and evaluation. 	<p>Month 5</p>	<ul style="list-style-type: none"> - Survey and feedback tools to collect data on employee needs and concerns. - Focus group facilitation guides to conduct effective focus group discussions. - Action plan templates to outline steps for addressing identified needs. 	<p>Educational Leaders</p>
<p>6. Provide Leadership Development Opportunities:</p> <ul style="list-style-type: none"> - Identify leadership development programs or training resources that align with the organization's goals and values. - Customize the programs to address specific leadership skills and competencies needed in the organization. - Offer a mix of training formats, such as workshops, online courses, mentoring, or 	<p>Month 6</p>	<ul style="list-style-type: none"> - Leadership development program curricula and materials. - Access to mentorship or coaching services, including contracts with external coaches or mentors. - Evaluation forms and metrics to measure the effectiveness of leadership development efforts. 	<p>Educational Leaders</p>

<p>coaching, to cater to different learning preferences.</p> <ul style="list-style-type: none"> - Provide ongoing support and resources for leaders to apply their learning in real-world situations. - Evaluate the effectiveness of the leadership development initiatives through participant feedback, performance evaluations, and leadership competency assessments. 			
<p>7. Monitor and Evaluate Progress:</p> <ul style="list-style-type: none"> - Establish key performance indicators (KPIs) to measure the impact of the implemented actions. - Regularly collect and analyze data related to employee satisfaction, retention rates, productivity, and other relevant metrics. - Review the data periodically to assess the effectiveness of the initiatives and identify areas for improvement. - Use the feedback and evaluation results to make adjustments to the plan of action as needed. - Continuously communicate the progress and outcomes to employees to foster transparency and engagement. 	<p>Month 7</p>	<ul style="list-style-type: none"> - Data collection tools for gathering performance metrics and feedback. - Software for data analysis and reporting (e.g., Excel, Google Sheets, data visualization tools). - Templates for progress reports and presentations to share findings and updates with stakeholders. 	<p>Educational Leaders</p>

This chapter provides a summary of the research's findings, conclusions, and suggestions. The researcher utilized a descriptive-correlational study approach. This study has examined the relationship among educational leadership behaviors, social exchange processes, and the development of organizational commitment among educators. The study seeks to objectively examine these components to clarify the specific leadership techniques and strategies that can facilitate the transition from compliance to commitment. This initiative will especially tackle the ensuing research inquiries:

1. What is the level of transformational leadership traits exhibited by educational leaders at Olivarez College?
2. How much do educational leaders at Olivarez College think they have positive social interactions with each other, as measured by a validated technique like the Leader-Member interchange (LMX) questionnaire or a similar one?
3. How committed are teachers to their organizations in their efforts to meet the Certificate of Program Compliance (COPC) standards set by accrediting bodies?
4. Is there a significant relationship between the perceived transformational leadership techniques of educational leaders and their degree of social interaction at Olivarez College?
5. Is there a significant association between the level of reported positive social exchange among educational leaders at Olivarez College and their indicators of organizational commitment?
6. Is there a significant correlation between educators' organizational commitment and their perceived level of transformational leadership regarding compliance with the Certificate of Program Compliance (COPC) standards set by Olivarez College's accrediting bodies?
7. What steps can be taken based on the study's conclusions and findings?

DISCUSSION

Based on the data and results that were gathered, the research came up with the following conclusions: Educational leaders, instructors, and administrators at Olivarez College exhibit significant transformational leadership characteristics, with a weighted mean ranging from 4.53 to 4.83, resulting in an average weighted mean of 4.71. This shows that they are good at inspiring and motivating their followers, creating a shared vision, and encouraging new ideas and creativity. The perceived positive social interaction between educational leaders, regular professors, and authorities at Olivarez College is high, with a weighted mean of 4.63 and a range of 4.33 to 4.83. This means that leaders in education build helpful and cooperative connections that encourage trust, respect, and cooperation.

Educators at Olivarez College, including regular teachers and their designees, show a high level of commitment to the organization in their efforts to meet the Certificate of Program Compliance (COPC) standards. The weighted mean is between 4.50 and 4.97, and the average weighted mean is 4.72. This shows a strong commitment to meeting the standards and requirements set by accrediting bodies.

There seems to be a strong link between how transformative leadership actions are seen and how much pleasant social interaction there is among educational leaders at Olivarez College. The correlation coefficient (r value) is 0.19, and the calculated t value (0.8266) is higher than the crucial t value (± 0.444). This means that the null hypothesis, which says that there is no meaningful link between the two variables, is wrong.

A significant correlation between positive social interactions among educational leaders and educators' organizational commitment to fulfilling COPC regulations is not established. The correlation coefficient (r value) is 0.15, and the calculated t value (0.6607) does not considerably exceed the t critical value (± 0.444) to establish a significant link.

There is no significant link between the perceived transformational leadership traits and the educators' commitment to fulfilling the COPC standards. The correlation coefficient (r value) is 0.08, and the calculated t value (0.3437) does not exceed the critical t value (± 0.444). This means that the alternative hypothesis, which suggested a strong link between these two variables, is not true. The Proposed Action Plan has been created.

CONCLUSIONS

The following are the conclusions drawn from the summary of findings from the study conducted at Olivarez College:

1. The high weighted means show that the educational leaders at Olivarez College show strong transformative leadership behaviors. This shows how well they can inspire and motivate their followers, move the institution forward with a shared vision, and encourage creativity and innovation.
2. Educational leaders have a lot of positive social connection, which shows that they are involved in partnerships that are helpful and work together. The leaders at Olivarez College have a strong culture of trust, respect, and working together.

3. College teachers show a lot of dedication to their work, especially when they try to meet the requirements of the Certificate of Program Compliance (COPC). This shows a strong commitment to meeting the standards and requirements set by accrediting bodies.
4. The study shows a strong link between the reported level of transformational leadership behaviors and the perceived level of excellent social interaction among educational leaders. This shows that transformational leadership techniques help create a supportive and cooperative environment.
5. Despite the high levels of transformative leadership and positive social interaction, no substantial link was found between these characteristics and the educators' organizational commitment to COPC criteria. This indicates that while leadership and social interaction improve the workplace, they do not have a direct impact on the level of organizational commitment evaluated in this study.
6. The absence of a significant association between transformational leadership and organizational commitment, as well as the lack of a connection between positive social interchange and organizational commitment, suggests that other factors may be influencing organizational commitment. This requires further examination to understand the determinants influencing organizational commitment inside educational institutions.

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