

# SCHOOL HEADS' ADMINISTRATIVE EFFECTIVENESS AND PSYCHOSOCIAL SUPPORT IN RELATION TO TEACHERS' WORK COMMITMENT

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## ABSTRACT

*The study was conducted to evaluate the administrative effectiveness and psychosocial support that affect teachers' commitment amongst secondary schools in the Municipality of Pikit for the school year 2022-2023. A descriptive type of research designed was utilized. The survey questionnaires were administered to the five (5) school heads and eighty-three (83) Senior High School teachers in the different DepEd Secondary Schools in the Municipality of Pikit. The gathered data were processed, analyzed, and interpreted using statistical tools like Mean, Spearman Rho correlation analysis, and Linear Regression Analysis. Results of the study indicated that school heads were considered effective on their administrative functions. They were also supportive to their teachers. Further, it is also revealed that the teachers are committed to their work. In addition, there is significant correlation between administrative effectiveness of the school heads and their psychosocial support on the teachers' work commitment. Similarly, administrative effectiveness of the administrators and their psychosocial support significantly influenced the teachers' work commitment in all aspects.*

**Keyword:** - Administrative Effectiveness, Psychosocial Support, Teachers' Work Commitment, School Heads.

## 1. INTRODUCTION

Administrative effectiveness is of particular importance in educational management because of the far-reaching effects on the accomplishment of school programmers, objectives, and the attainment of educational goals; however, principals are facing emerging challenges that are never seen before in education that includes their psychosocial support that affects their teachers' commitment in the school environment.

Principals are facing challenges each day toward improving students' achievement on campus. They also face some of the biggest frustrations to control student behavior, recruiting teachers and staff, promoting personalized learning, improving teaching effectiveness, student retention, parent support, and more (Freeman & Fields, 2023).

In like manner, major psychosocial issues that also affect teachers' commitment include family problems, depression, anxiety, substance abuse, sexual abuse, and violence; psychosocial risks develop that can affect work efficiency. Its symptoms in the workplace can take many forms. Initially, it appears in the workplace where employees may, for example, experience concentration problems, that significantly affect their productivity. They will then take much longer to complete tasks than usual (Ferreira & Ebersöhn, 2011).

The psychosocial issues in schools that affect teachers' commitment can range from school refusal, difficulty with concentration and learning, disruptive behavior, and eating and sleeping problems. While other challenges are transitory, mild, and moderate, others are seriously causing distress, confusion, and lack of control and can become unmanageable (Bagherpour, 2010).

Teachers' commitment is the emotional bond teachers demonstrate toward their work. It is recognized as one of the most critical factors in affecting teaching (Kelchtermans, 2005).

Fostering commitment among teachers" is important because teachers", who are highly committed stay longer, perform better, are actively involved in the work, and engage in organizational citizenship behavior. In addition, the commitment and effectiveness of teachers depend on their motivation, morale, and job satisfaction (Ayele & Desta, 2014).

Thereby, teachers with a high level of commitment can make a difference in the learning and achievement of their students. (Altun & Mustafa, 2017); however, they were challenged in their commitment to understanding the different learning amongst students, students' family problems and bullying, lack of funding, lack of effective communication, disciplining students, endless paper works, and extended working hours.

The aforementioned views trigger the researcher, considering that he is one of the currently designated school heads; in his study, he would try to find out what is the school heads' level of effectiveness and psychosocial support of all Secondary school heads in the Municipality of Pikit that affect the teachers' commitment under their respective domain.

## 2. METHODOLOGY

A descriptive type of research designed was utilized in the study. The survey questionnaires were administered to the five (5) school heads and eighty-three (83) Senior High School teachers in the different DepEd Secondary Schools in the Municipality of Pikit. The gathered data were processed, analyzed, and interpreted using statistical tools like Mean, Spearman Rho correlation analysis, and Linear Regression Analysis.

## 3. RESULTS AND DISCUSSION

Table 1 reflected the correlation matrix showing the relationship between school heads' administrative effectiveness and teachers' work commitment. The table revealed that there is a positive significant correlation between administrative effectiveness of the school heads on leadership and the teachers' work commitment on affective, continuous, and normative. The correlation coefficient value and probability were 0.592\*\*, 0.000; 0.533\*\*, 0.000; and 0.601\*\*, 0.000. The correlation coefficient ranges from 0.53-0.60 which is interpreted as moderate positive to strong positive linear relation. It implies that effective administrative leadership by the school heads will result to a highly affective, continuous, and normative work commitment of the teachers.

Result also shows that there is a positive significant correlation between administrative effectiveness of the school heads on personnel management and the teachers' work commitment on affective, continuous, and normative. The correlation coefficient value and probability were 0.754\*\*, 0.000; 0.606\*\*, 0.000; and 0.660\*\*, 0.000. The correlation coefficient ranges from 0.60-0.75 which is interpreted as strong positive linear relation. It implies that effective personnel management by the school heads will result to a highly affective, continuous, and normative work commitment of the teachers.

Moreover, the result also reflected that there is a positive significant correlation between administrative effectiveness of the school heads on financial management and work commitment on affective, continuous, and normative. The correlation coefficient value and probability were 0.682\*\*, 0.000; 0.548\*\*, 0.000; and 0.592\*\*, 0.000. The correlation coefficient ranges from 0.54-0.68 which is interpreted as moderate positive to strong positive linear relation. It implies that high support given by the school heads to the teachers will result to a highly affective, continuous, and normative work commitment of the teachers.

Luthans, F., & Youssef, C. M. (2004) most scholars believe that administrators of schools and other organizations are needed to be effective before they can achieve their targeted goals. The majority of the scholars who wrote about administrators of schools hold this view because they see administrators or heads of schools as chief executives in the various schools.

**Table 1** Correlation matrix showing the relationship of the school heads' administrative effectiveness and teachers' work commitment.

<i>Spearman Rho</i>				
<b>Administrative Effectiveness</b>		<b>Affective</b>	<b>Continuous</b>	<b>Normative</b>
<b>Leadership</b>	Corr. coef.	<b>0.592<sup>**</sup></b>	<b>0.533<sup>**</sup></b>	<b>0.601<sup>**</sup></b>
	Probability	0.000	0.000	0.000
<b>Personnel management</b>	Corr. coef.	<b>0.754<sup>**</sup></b>	<b>0.606<sup>**</sup></b>	<b>0.660<sup>**</sup></b>
	Probability	0.000	0.000	0.000
<b>Financial management</b>	Corr. coef.	<b>0.682<sup>**</sup></b>	<b>0.548<sup>**</sup></b>	<b>0.592<sup>**</sup></b>
	Probability	0.000	0.000	0.000

\*Correlation is Significant at 0.05 level

\*\*Correlation is significant at 0.01 level

Table 2 reflected the correlation matrix showing the relationship between school heads' psychosocial support and teachers' work commitment. The table revealed that there is a positive significant correlation between psychological support of the school heads on emotional and the teachers' work commitment on affective, continuance, and normative. The correlation coefficient value and probability were 0.759\*\*, 0.000; 0.621\*\*, 0.000; and 0.691\*\*, 0.000. The correlation coefficient ranges from 0.62-0.75 which is interpreted as strong positive linear relation. It implies that high emotional support given by the school heads to the teachers will result to a highly affective, continuous, and normative work commitment of the teachers.

Result also shows that there is a positive significant correlation between psychological support of the school heads on mental health of the teachers and the teachers' work commitment on affective, continuance, and normative. The correlation coefficient value and probability were 0.808\*\*, 0.000; 0.618\*\*, 0.000; and 0.708\*\*, 0.000. The correlation coefficient ranges from 0.61-0.80 which is interpreted as strong to very strong positive linear relation. It implies that high mental health support given by the school heads to the teachers will result to a highly affective, continuous, and normative work commitment of the teachers.

Moreover, the result also reflected that there is a positive significant correlation between psychological support of the school heads on social support and the teachers' work commitment on affective, continuance, and normative. The correlation coefficient value and probability were 0.657\*\*, 0.000; 0.560\*\*, 0.000; and 0.572\*\*, 0.000. The correlation coefficient ranges from 0.56-0.65 which is interpreted as moderate positive to strong positive linear relation. It implies that high social support given by the school heads to the teachers will result to a highly affective, continuous, and normative work commitment of the teachers.

The school heads instructional effectiveness is a contributory factor on teachers' dedication to work (Sapal, Lumapenet, & Salik, 2023). Work commitment is a psychological relationship between an individual and the organization where he works. It determines the decision to continue or to leave the organization (Meyer and Allen, 1991). Luthans, said that organization commitment shows loyalty and attention to the success of the organization. An organization that the employees are committed to, will achieve the expected results viz. high performance, low resignation level, and short absence.

**Table 2** Correlation matrix showing the relationship of the school heads' psychosocial support and teachers' work commitment.

<i>Spearman Rho</i>				
<b>Psychosocial Support</b>		<b>Affective</b>	<b>Continuous</b>	<b>Normative</b>
<b>Emotional</b>	Corr. coef.	<b>0.759<sup>**</sup></b>	<b>0.621<sup>**</sup></b>	<b>0.691<sup>**</sup></b>
	Probability	0.000	0.000	0.000
<b>Mental/Health</b>	Corr. coef.	<b>0.808<sup>**</sup></b>	<b>0.618<sup>**</sup></b>	<b>0.708<sup>**</sup></b>
	Probability	0.000	0.000	0.000
<b>Social Support</b>	Corr. coef.	<b>0.657<sup>**</sup></b>	<b>0.560<sup>**</sup></b>	<b>0.572<sup>**</sup></b>
	Probability	0.000	0.000	0.000

\*Correlation is Significant at 0.05 level

\*\*Correlation is significant at 0.01 level

#### 4. CONCLUSIONS

It can be concluded that that school heads were able to perform their administrative functions effectively. They were also supportive to their teachers. Consequently, teachers are committed to their work. Further, administrative effectiveness and the psychosocial support given by the school heads and their psychosocial support are related to teachers' work commitment.

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