Title: Relationship of leadership style, school climate, and the organizational commitment of teachers in the Seventh-day Adventist Secondary Schools in the Philippines

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Abstract:

This study explored the relationship principals’ leadership style, the school climate, and the organizational commitment of teachers in Seventh-day Adventist secondary schools in the Philippines. The organizational commitment model developed by Steers (1977), and further developed by Mawday, Steers, and Porter (1979) served as the theoretical framework for the study.

Data were obtained from 227 full-time teachers from 20 schools. Participants responded to the Organizational Commitment Questionnaire (OCQ), the Leadership Opinion Questionnaire (LOQ), and the Organizational Climate Description Questionnaire—Rutgers Secondary (OCDQ-Rs). The typical secondary school teacher was a female between 21 to 40 years of age, who had a bachelor’s degree or less, and had taught for 5 years or less in the present school with an overall teaching experience of 10 years or less.

Major findings in this study lead to the following conclusions: The principal’s leadership style, school climate, and the organizational commitment of teachers are interrelated. Teachers perceive higher commitment under a leadership characterized by high consideration, regardless of the level of initiating structure. Teachers’ organizational commitment is positively related to
climate openness characterized by supportive principal behavior and teacher engagement, intimacy, and low levels of teacher frustration. Furthermore, considerate leadership behavior is positively related to climate openness. Predictive models of organizational commitment, accounting for approximately 25% of the variance, include marital status, consideration leadership behavior, and aspects of school climate. Although the theoretical concept of leadership quadrants was upheld in the study, it appears that leadership behaviors, particularly the consideration dimension, are more useful in relationship to the areas of school climate and organizational commitment.

Major implications are that school principals should seek to practice considerate leadership behavior and create an open school climate. School boards and accrediting agencies should include leadership, school climate, and teacher commitment surveys as an integral part of school program evaluation. It may be of value to conduct additional studies to examine other theoretical antecedents as well as expected outcomes or organizational commitment.