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Leadership Factors and Faculty Commitment

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Abstract

Aim: This study aimed to expand its understanding of how leadership factors influence faculty commitment at Eastern Samar State University.

Methodology: This study used a descriptive correlational research design for the researchers to determine whether there is a relationship between leadership factors and faculty commitment of Eastern Samar State University. A total of one hundred eighty-five (185) faculty members, all of whom were ESSU employees for the Academic Year 2024-2025, were surveyed using a standard survey questionnaire.

Results: The mean scores of faculty responses regarding leadership factors under the category idealized influence (II) were evident that all indicators obtained a total mean score (\bar{x}) of 4.90, intellectual stimulation (IS) category is 4.77, inspirational motivation (IM) category is 4.89, and individual consideration (IC) is 4.91. On faculty members' responses concerning commitment the overall mean score (\bar{x}) of the indicators is 4.75. The overall mean (\bar{x} = 4.75) indicates a positive attitude reflecting a very high level of faculty commitment. Using Pearson's correlation coefficient, idealized influence, inspirational motivation, individualized consideration, and faculty commitment have low but positive correlations with $r = 0.276$, $r = 0.334$, $r = 0.256$, and a p-value of 0.000, respectively. On the other hand, intellectual stimulation and faculty commitment have a moderate correlation with $r=0.535$ and a p-value of 0.000.

Conclusion: The results of the study demonstrate that faculty members of Eastern Samar State University perceive their organizational leaders as consistently exhibiting leadership across all domains and approaches such as – idealized influence, intellectual stimulation, inspirational motivation, and individualized considerations. Among the four factors, intellectual stimulation is the most influential in fostering a committed faculty. Furthermore, it can also be concluded that the university has very committed faculty members. Thus, leadership factors play a significant role in strengthening faculty commitment and fostering a supportive, intellectual, and motivated academic community

Keywords: organizational commitment, leadership, workplace satisfaction

INTRODUCTION

Education has been broadly advocated as a crucial pillar of the human resource development of any society across the globe, as asserted by Al-Shuaibi (2014). Thus, education should be given greater importance in the field. Education serves as the backbone of the society which forms great leaders that will pave the way for organizing, guiding, and managing the society we live in. According to Wolverton (1990, as cited in Mahdinezhad et al., 2013), the role of the leader is to make all the key decisions that could help directly in the accomplishment of tasks and attainment of set goals. In addition, the leader also knows the effects of his decisions of the departments as a whole. Moreover, there are a lot of leadership factors that allow leaders to hold control of his or her people and the tasks ahead. According to Avolio et al. (2004) and Bass (1998), effective leaders can inspire their followers or subordinates and try to nurture their capability to achieve organizational goals. Also, they described that there is "an instance when leaders broaden and elevate the interests of their employees when they generate awareness and acceptance of the group's purposes and mission, and when they stir employees to look beyond their self-interest for the good of

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the group". In this regard, leaders are considered encouraging and inspiring types of leaders and they make use of their charismatic personality to influence and motivate their people. In a school context, transformational leaders are leaders who ought to inspire and encourage both students and educators to transcend their self-interests for the greater good of the school or organization.

A study by Sahu et al. (2018) discusses how transformational leadership positively affects employee job performance and engagement. In the workplace, leaders influence members' behavior, because they are viewed as a representative example of the organization and possess the authority to evaluate members' performance or make decisions about their promotion (Lai et al., 2020).

One impetus behind this study is the assumption of the causality of faculty commitment to the university and the leadership styles of their superiors. Therefore, this study aimed to expand its understanding of how leadership factors influence faculty commitment at Eastern Samar State University.

Statement of the Problem

This study sought to determine the leadership factors and faculty commitment of the Eastern Samar State University.

Specifically, the study aimed to answer the following:

1. What are the prevailing leadership factors exhibited by the managers/superiors of Eastern Samar State University in terms of the following approaches:
 - 1.1. idealized influence;
 - 1.2. intellectual stimulation;
 - 1.3. inspirational motivation; and
 - 1.4. individualized consideration.
2. What is the level of faculty commitment of Eastern Samar State University?
3. Is there a significant relationship between transformational approaches and university faculty commitment?

METHODS

Research Design

This study used a descriptive correlational research design for the researchers to determine whether there is a relationship between leadership factors and commitment of the faculty of Eastern Samar State University. This study focused on the role of leadership factors in shaping commitment of ESSU employees. As a public higher education institution, ESSU relies on effective leadership to foster a culture of innovation, motivation, and productivity among its workforce, characterized by vision, inspiration, intellectual stimulation, and individualized consideration, is essential for enhancing employee engagement and performance. This study examined Eastern Samar State University's leadership factors and their impact on faculty commitment to provide valuable insights into how leadership influence employee motivation, efficiency, and institutional effectiveness.

Population and Sampling

This study was conducted at Eastern Samar State University (ESSU), a state-run higher education institution in Eastern Samar, Philippines. Its main campus is located in Borongan City and satellite campuses in Can-avid, Salcedo, Maydolong, Guiuan, Arteche, and Balangiga. Serving as a key academic hub in the region, ESSU employs a diverse workforce composed of faculty members, administrative personnel, and research staff who contribute to its academic, research, and operational functions. The researchers selected ESSU as the research locale because of its commitment to academic excellence, employee development, and research advancement. Understanding the dynamics of leadership and job performance within the university setting can help enhance policies, training programs, and management strategies to further support the professional growth of employees. The respondents of this study were carefully selected based on the predefined objectives and criteria. The researchers gathered data on faculty members across multiple campuses. A total of one hundred eighty-five (185) faculty members, all of whom were ESSU employees for the Academic Year 2024-2025, were the respondents of the study.

Instrument

The researchers used a standard survey questionnaire as a main data-gathering instrument that was adapted from a standardized survey entitled "Survey of Transformational Leadership (TCU STL-S) Program Staff



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Version" retrieved from <https://ibr.tcu.edu/wp-content/uploads/2013/06/tcom-STL-S-sg.pdf>. On the other hand, the instrument for faculty commitment was adapted from Manla (2021). The instrument was distributed through the use of Google Forms, carried over via email or messenger. Considering the locations of other campuses of Eastern Samar State University it will be possible for the researcher to gather data using the platform.

Data Collection

To gather data from the respondents of this study, the researchers initiated the following steps. First, the researcher wrote a formal letter of request to the University Human Resource Officer of the campuses, noted by the thesis adviser, requesting the list of names of faculty in every College of Eastern Samar State University of S.Y. 2024-2025. Then, the researchers distributed the questionnaire to the respondents through Google Forms. Lastly, after the researchers retrieved the distributed questionnaires, the responses were tallied and analyzed based on the gathered data from the respondents.

Treatment of Data

The data analysis for this research was primarily focused on addressing each statement problem presented in the study. To gain a comprehensive understanding of the variables, both the mean and Pearson's correlation coefficient and descriptive statistics were utilized as key statistical tools. The mean allowed for the calculation of average responses, providing insight into the central tendency of the data. Meanwhile, Pearson's correlation was employed to assess the strength and direction of the linear relationship between variables, thus helping to identify potential associations between the respondents' perceptions or experiences. By applying these statistical methods, the analysis provided clear and reliable results that can inform conclusions about the research questions at hand.

Ethical Considerations

The administration of the survey questionnaires to the respondents was made through the use of informed consent and the willingness of the participants to voluntarily engage in the conduct of this study (Manzano, 2023a). "To ensure the safety and rights of the participants, informed consent, voluntary participation, rights of participants, anonymity, and confidentiality were considered" (Chigona et al., 2010 cited in Manzano, 2023b, p. 150).

RESULTS and DISCUSSION

This chapter provides an analysis of the findings based on statistical treatments, along with an in-depth interpretation supported by tabulated data. Each table was followed by a narrative discussion, with a more detailed explanation presented afterward.

This study highlighted the responses of the respondents on their perception of the transformational leadership style that inspires the organization to achieve exceptional outcomes and the leadership potential of individuals in an organization. Transformational leadership includes four components such as idealized influence (II), Inspirational Motivation (IM), Intellectual stimulation (IS), and Individualized consideration (IC). Putting together all these four elements creates a leadership style that transforms employees into leaders and elevates organizational productivity.



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Table 1
Mean Scores of Faculty Responses on Idealized Influence (II) Category

Indicators	Mean	Interpretation
The person I am rating..		
1. Considers the ethical implications of actions.	4.92	Always
2. expresses values shared by program staff members.	4.92	Always
3. encourages staff behaviors consistent with the values shared by all members.	5.00	Always
4. acts consistently with values shared by program staff members.	4.92	Always
5. behaves in ways that strengthen respect from staff members.	4.87	Always
6. is someone that staff members are proud to be associated with.	4.92	Always
7. models behaviors other staff are asked to perform.	4.92	Always
8. shows self-confidence.	4.72	Always
9. takes appropriate personal risks to improve the program.	4.95	Always
10. takes personal chances in pursuing program goals.	4.82	Always
Total	4.90	Always

Table 1 shows the mean scores of faculty responses regarding the category of idealized influence (II). As reflected in the table, it is evident that all indicators got a total mean score (\bar{x}) of 4.90, interpreted as always. This result suggests that there is a strong consensus among faculty members of Eastern Samar State University, and that the organizational leaders exhibit leadership aligned with idealized influence.

Moreover, leaders in the organization not only uphold values but also reinforce consistent behavior within the staff, with a shared commitment. This was supported by the highest-rated indicator which states that leaders encourage staff behaviors consistent with the values shared by all members ($\bar{x} = 5.00$). However, the indicator of self-confidence was the lowest rated ($\bar{x} = 4.72$). This low mean score may suggest a potential area for improvement particularly on the self-assurance of the faculty member in the university.

The high perception of faculty toward the leaders of the institution particularly on ethics and consistently shared values, good behavior, and respect implies that the university is a values-driven organization. As such it cultivates an environment where individuals feel emotionally and morally associated with the institution. Furthermore, leaders with high idealized influence are well-positioned to guide the organization in complex processes in lead reform initiatives to raise institutional performance standards. Lee et al., (2024) revealed that leaders who show high levels of idealized influence—by demonstrating their skills, kindness, and integrity—tend to build stronger trust with their team members.



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Table 2
Mean Scores of Faculty Responses on Intellectual Stimulation (IS) Category

Indicators	Mean	Interpretation
The person I am rating...		
1. Attempts to improve the program by taking a new approach to business as usual.	4.72	Always
2. positively acknowledges creative solutions to problems.	4.83	Always
3. encourages ideas other than his own.	4.97	Always
4. is respectful in handling staff member mistakes.	4.87	Always
5. encourages staff to try new ways to accomplish their work.	5.00	Always
6. suggests new ways of getting tasks completed.	5.00	Always
7. asks questions that stimulate staff members to consider ways to improve their work performance.	4.83	Always
8. accomplishes tasks in a different manner from most other people.	4.25	Often
9. tries ways of doing things that are different from the norm.	4.60	Always
10. identifies limitations that may hinder organizational improvement.	4.48	Often
Total	4.77	Always

Presented in Table 2 are the mean scores of faculty members' perception of the intellectual stimulation (IS) category. As gleaned from the table, the overall mean score (\bar{x}) of the indicator is 4.77, interpreted as "always", suggests that the respondents who happened to be faculty members rated the leaders of the university as consistently demonstrating intellectual stimulation.

Interestingly, there are two highest-rated indicators ($\bar{x} = 5.00$) focusing on encouraging staff to try new ways to accomplish their work and suggesting new ways of getting tasks completed. The indicator which states that, accomplishes task in a different manner from most other people got the lowest mean of 4.25 which is interpreted as "often". However, even though the item got the lowest mean, it still suggests that while leaders encourages innovation, they may personally rely on more traditional method in accomplishing tasks.

With this result and analysis, it can be interpreted that the faculty perceived the leaders consistently demonstrating leadership actions associated with intellectual stimulation. These actions and behaviors include promoting creative decision-making, acknowledging innovative ideas, and encouraging adaptive performances. This implies that a leader whose transformation encourages intellectual stimulation fosters an institutional culture where innovations and significant improvement are is central focus. With this, faculty members' ideas and creativity are supported which eventually leads to a higher job satisfaction engagement and faculty commitment to the university. Sholeh (2021) explored the role of principal intellectual stimulation in improving teachers' competence and student achievement. Additionally, Lin (2023) concluded that intellectual stimulation impacts innovative work with organization identification, and employee voice serving as mediating factors.

Table 3
Mean Scores of Faculty Responses on Inspirational Motivation (IM) Category

Indicators	Mean	Interpretation
The person I am rating...		
1. makes staff aware of the need for change in the program.	4.48	Always
2. considers staff needs when setting new program goals	4.82	Always
3. encourages staff to share suggestions on how new program goals will be implemented.	4.68	Always
4. prepares for challenges that may result from changes in the program.	4.68	Always
5. expresses confidence in staff members' collective ability	4.78	Always



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	to reach program goals.		
6.	promotes teamwork in reaching program goals.	4.97	Always
7.	helps staff members see how their own goals can be reached by pursuing program goals.	5.00	Always
8.	displays confidence that program goals will be achieved.	5.00	Always
9.	displays enthusiasm about pursuing program goals.	5.00	Always
10.	expresses a clear vision for the future of the program.	5.00	Always
Total		4.89	Always

Presented in Table 3 are the mean scores of faculty members' responses on inspirational motivation (IM) category. As gleaned from the table, the overall mean score (\bar{x}) of the indicator is 4.89, interpreted as "always", suggests that the respondents who happened to be faculty members strongly perceive the university leaders to be consistently demonstrating inspirational motivation (IM) as a key characteristic of transformational leadership.

Interestingly, four indicators got the highest mean scores ($\bar{x} = 5.00$), such as helping staff see how personal goals can be reached by pursuing program goals; displaying confidence that program goals will be achieved; displaying enthusiasm; and expressing a clear vision for the future of the program. These results suggest exceptional leadership with a shared vision, optimism, and individual aspirations. However, it is evident from the result that some other indicators got a relatively high mean score ($\bar{x} = 4.45 - 4.97$), respectively.

This implies that organizational leaders' capability to inspire through its vision and enthusiasm is crucial to sustain long-term motivation among its faculty members, especially in a diverse and changing working environment. Further, this simply implies that leadership development is significant in developing clear, motivational communication that connects individuals' ambitions to institutional missions and accomplishments.

The result of this study is similar to the idea of Sarinah et al. (2024) where inspiration contributes to raising the effectiveness of teachers. If transformational leadership is successful and when teachers are highly motivated, their performance can also improve. On the other hand, Sumampong and Arnado (2024) chronicled that teachers reported positive perceptions of their leaders, highlighting clear communication, support, and recognition as key factors enhancing their morale and commitment to student outcomes.

Table 4
Mean Scores of Faculty Responses on Individualized Consideration (IC) Category

Indicators	Mean	Interpretation
The person I am rating...		
1. treats staff members as individuals, rather than as a collective group.	4.88	Always
2. treats individual staff members with dignity and respect.	4.88	Always
3. offers individual learning opportunities to staff members for professional growth.	4.88	Always
4. provides opportunities for staff to participate in making decisions.	4.63	Always
5. provides opportunities for staff members to take primary responsibility for tasks.	4.85	Always
6. enables staff to make decisions, within contractual guidelines, on how they get their work done.	5.00	Always
7. assists individual staff members in developing their strengths.	4.93	Always
8. coaches staff members on an individual basis.	5.00	Always
9. expects that members of the staff will take the initiative in completing tasks.	4.93	Always
10. helps staff members set attainable goals to accomplish work tasks.	5.00	Always
Total	4.91	Always



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The table shows the mean score of faculty members' responses on the perception of individualized consideration (IC) category. As gleaned from the table, the overall mean score (\bar{x}) of the indicator is 4.91, interpreted as "always". The overall mean ($\bar{x}= 4.91$) indicates a positive perception of the transformational leadership style of the university managers in terms of the individual consideration (IC) domain. It presents that the leader significantly acknowledges the uniqueness of each faculty in fostering their personal development and supports autonomy in the workplace.

Interestingly, the following indicators: enabling staff to make decisions within guidelines; coaching staff members individually; helps staff set attainable goals got the highest mean scores of 5.00 which is interpreted as "always". While the indicator "provides opportunities for staff to participate in making decisions got the lowest mean score of 4.63. However, despite the lowest mean ($\bar{x}= 4.63$), all indicators got extremely high ratings, indicating that the leaders rated by the faculty members demonstrate transformational behaviors, particularly in individualizing support and empowerment to their respective subordinates.

The result implies that individualized consideration among faculty members typically boosts their morale, loyalty, and even retention because they feel recognized and valued in the organization. On the other hand, coaching and learning opportunities in the workplace exhibits professionalism and professional development is prioritized. The high rating on enabling staff to make decisions implies that the organization has a culture of trust, accountability and shared responsibility, thus making the institution conducive.

The result of the present study is similar to Kaya (2024) that "transformational leaders are viewed as role models who inspire trust and respect, articulate a clear and compelling vision, and encourage creativity and innovation among their followers. Additionally, they provide individualized support and encouragement, tailoring their approach to meet the unique needs of each individual" (p. 02).

Table 5
Mean Scores of Faculty Responses on University Commitment

Indicators	Mean	Description	Interpretation
1. Teachers are willing to put in a great deal of effort than what is normally expected in order to help this school be successful.	4.53	Always	Highly Committed
2. Teachers are loyal to this school.	4.98	Always	Highly Committed
3. Teachers are proud to tell others that they are part of this school.	5.00	Always	Highly Committed
4. Teachers are inspired to perform their best in the school.	4.73	Always	Highly Committed
5. Teachers care about the fate of this school.	4.73	Always	Highly Committed
6. Teachers feel that this school is the best of all possible schools for which to work.	4.60	Always	Highly Committed
7. Teachers accomplish their job with enthusiasm.	4.73	Always	Highly Committed
8. Teachers are proud of being a teacher.	4.73	Always	Highly Committed
9. Teachers enjoy teaching.	4.65	Always	Highly Committed
10. Sometimes teachers lie awake at night thinking ahead to the next day's work.	4.63	Always	Highly Committed
11. If I got a job different from being a teacher and paying the same amount, I wouldn't take it.	4.63	Always	Highly Committed
12. The best decision that I have ever made is to become a teacher.	4.73	Always	Highly Committed
13. Teachers in the school are responsible for	4.67	Always	Highly



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	ensuring good social relations among students.			Committed
14.	Teachers in the school are responsible for ensuring students' success.	4.73	Always	Highly Committed
15.	Teachers feel obliged to mediate among the rival groups of students.	4.85	Always	Highly Committed
16.	Teachers try to do their best for the unsuccessful students.	4.87	Always	Highly Committed
17.	Teachers give their full support to their students when they need it.	4.77	Always	Highly Committed
18.	Teachers feel glad to see their students succeed.	4.82	Always	Highly Committed
19.	Teachers spend time with other teachers during break time.	4.85	Always	Highly Committed
20.	Teachers are proud of their colleagues.	4.68	Always	Highly Committed
21.	Teachers have the perception of being felt as a close friend by the other teachers in the school.	4.97	Always	Highly Committed
22.	Teachers consider other teachers in the school as their best friends.	4.72	Always	Highly Committed
23.	Teachers have harmonious relationships with other teachers outside of the school.	4.78	Always	Highly Committed
24.	Teachers feel that their colleagues can be trusted	4.65	Always	Highly Committed
Total		4.75	Always	Highly Committed

Table 5 shows the mean score of faculty members' responses concerning university commitment consist of 24 indicators. As gleaned from the table, the overall mean score (\bar{x}) of the indicators is 4.75, interpreted as "always". The overall mean ($\bar{x} = 4.75$) indicates a positive attitude reflecting a very high level of university commitment.

Based on the result, there are highly-rated indicators such as teachers are proud to tell others that they are part of this school ($\bar{x} = 5.00$), teachers are loyal to this school ($\bar{x} = 4.98$), and teachers perceive themselves as close friends with other teachers ($\bar{x} = 4.97$). Moreover, indicators: teachers are willing to put in a great deal of effort beyond expectations ($\bar{x} = 4.53$), and teachers feel that this school is the best of all possible schools ($\bar{x} = 4.60$) got the lowest mean score.

These results can be interpreted that the faculty members of Eastern Samar State University exhibit a very strong university commitment with loyalty, pride, and a sense of belongingness. Moreover, it can also be interpreted that teachers express their pride in their profession as well as the institution they belong. Faculty members maintain strong social ties with their colleagues, demonstrating a genuine concern for student's academic performance as reflected in the mean score of the indicators focusing on student support and mediation support. Lastly, faculty members' university commitment goes beyond professional obligation, they are emotionally invested in the students, workmates, and the university community.

With this analysis, this simply implies that high faculty commitment levels means low risk of faculty turnover. As such, the university will benefit from their tenured experienced faculty workforce. Further, faculty university commitment particularly to students suggests student satisfaction, quality education and conducive learning institution.

Interestingly, the following indicators: enabling staff to make decisions within guidelines; coaching staff members individually; helps staff set attainable goals got the highest mean scores of 5.00 which is interpreted as "always". While the indicator "provides opportunities for staff to participate in making decisions got the lowest mean.



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Table 6
Correlation Between and Among Variables of Leadership Factors and Faculty Commitment

Leadership Factors	Variable 2	Correlation Coefficient	Interpretation	p-value	Interpretation
Idealized Influence	Faculty Commitment	.276	Low correlation	.000	Highly Significant
Intellectual Stimulation		.535	Moderate Correlation	.000	Highly Significant
Inspirational Motivation		.334	Low Correlation	.000	Highly Significant
Individualized consideration		.256	Low Correlation	.000	Highly Significant

**Correlation is significant at the 0.01 level.

Table 6 presents a detailed comparison of the correlation between and among variables of leadership factors and faculty commitment of the Eastern Samar State University.

Using Pearson’s correlation coefficient, the result of the study showed a significant correlation among variables. Idealized influence, inspirational motivation, and individualized consideration and faculty commitment have low but positive correlations with $r = 0.276$, $r = 0.334$, $r = 0.256$ and a p-value of 0.000, respectively. On the other hand, intellectual stimulation and faculty commitment have a moderate correlation with $r = 0.535$ and a p-value of 0.000. All transformational leadership approaches are highly significant to faculty commitment.

University leaders' ability to intellectually stimulate their faculty members has the strongest effect on faculty commitment. Moreover, leaders who serve as role models also contribute to other leadership approaches. With a highly significant relationship between the variables, all transformational leadership approaches holistically scaffold faculty commitment in the university.

Conclusion

The study results demonstrate that faculty members of Eastern Samar State University perceived their organizational leaders as consistently exhibiting leadership across all domains and approaches such as – idealized influence, intellectual stimulation, inspirational motivation, and individualized considerations. Among the four approaches, intellectual stimulation is the most influential in fostering a committed faculty. Furthermore, it can also be concluded that the university reflects very committed faculty members. Thus, leadership approaches play a significant role in strengthening faculty commitment and fostering a supportive, intellectual, and motivated academic community.

Recommendations

Based on the findings and conclusions of this study, the following are hereby recommended:

1. University leaders should embrace leadership styles, especially when it comes to boosting intellectual stimulation. This means promoting innovation, encouraging critical thinking, and supporting problem-solving initiatives among faculty.
2. While the connections to idealized influence, inspirational motivation, and individualized consideration might not be as strong, they still matter. Leaders should strive to be strong role models, inspire a shared vision and enthusiasm, and offer personalized support to faculty members.
3. To keep faculty commitment high and even enhance it, it's a great idea to roll out leadership development programs. These should focus on continuously improving leadership skills for all university managers and administrators.



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