

Purpose-Driven Leadership and Teachers' Commitment in Public Elementary Schools in the Division of San Pedro Laguna: Inputs to Sustainability Program

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ABSTRACT

Purpose-driven leadership has emerged as an important approach to strengthening organizational effectiveness by promoting shared purpose, ethical leadership, collaboration, and professional engagement. This study examined the relationship between purpose-driven leadership and teachers' commitment among public elementary schools in the Division of San Pedro, Laguna. Specifically, it assessed purpose-driven leadership in terms of clarity of purpose and mission; alignment of goals and values; shared vision and collaboration; ethical and values-based decision-making; empowerment and motivation; community and stakeholder engagement; and teachers' affective, continuance, and normative commitment. Using a descriptive-correlational research design, data were collected from school heads, teachers, and non-teaching personnel through a validated researcher-developed questionnaire. Weighted mean, one-way analysis of variance (ANOVA), Pearson Product-Moment Correlation, and t-test for the significance of correlation were employed to analyze the data. The findings revealed that purpose-driven leadership was **Highly Evident**, while teachers demonstrated a **High Level of Commitment**. Significant differences were observed in selected leadership dimensions among respondent groups, and a significant positive relationship was established between purpose-driven leadership and teachers' commitment. Respondents also identified communication concerns, workload, limited professional development opportunities, and resource constraints as moderately encountered challenges. Based on the findings, a Leadership and Commitment Sustainability Program was developed to strengthen leadership practices, enhance teachers' commitment, and support continuous school improvement in public elementary schools.

Keywords: purpose-driven leadership, teachers' commitment, educational leadership, organizational commitment, sustainability program, public elementary schools, division of San Pedro, Laguna, Philippines

INTRODUCTION

Educational leadership has evolved beyond traditional administrative functions toward leadership approaches that cultivate shared purpose, ethical practice, collaboration, and professional commitment. In schools, leadership that provides clear direction and aligns organizational goals with teachers' professional values contributes to a positive work environment, stronger engagement, and continuous school improvement. Among these approaches, purpose-driven leadership has gained increasing attention because it emphasizes mission clarity, shared values, empowerment, ethical decision-making, and stakeholder collaboration, all of which support sustainable organizational performance.

Within the Philippine basic education system, this leadership orientation is reflected in key educational reforms, including the Governance of Basic Education Act of 2001 (Republic Act No. 9155), the Philippine Professional Standards for School Heads (PPSSH), the Philippine Professional Standards for Teachers (PPST), the Basic Education Development Plan (BEDP) 2030, and the MATATAG Agenda. These policies emphasize that school leaders should not only manage school operations but also inspire teachers, strengthen collaborative cultures, and build partnerships that enhance teaching quality and learner outcomes.

Teachers' commitment remains a critical factor in achieving school effectiveness. Committed teachers demonstrate stronger instructional performance, organizational citizenship, professional engagement, and dedication to institutional goals. Meyer and Allen's Three-Component Model explains that commitment is reflected through affective, continuance, and normative dimensions, all of which may be strengthened by leadership practices that promote trust, empowerment, professional growth, and meaningful participation. However, many public schools continue to face challenges such as increasing administrative workload, resource limitations, communication concerns, and changing educational demands that may affect teachers' motivation and organizational commitment.

Although numerous studies have examined instructional, transformational, servant, and authentic leadership, relatively few have investigated purpose-driven leadership as a multidimensional construct and its relationship with teachers' organizational commitment in Philippine public elementary schools. This gap is particularly relevant in the Division of San Pedro, Laguna, where school leaders continue to implement educational reforms while responding to diverse organizational and stakeholder expectations.

In response to this gap, the present study examined the relationship between purpose-driven leadership and teachers' commitment among public elementary schools in the Division of San Pedro, Laguna. Specifically, it assessed the six dimensions of purpose-driven leadership, evaluated teachers' affective, continuance, and normative commitment, determined significant differences and relationships between the variables, identified organizational challenges encountered by school personnel, and developed a Leadership and Commitment Sustainability Program to strengthen leadership effectiveness, enhance teachers' commitment, and support sustainable school improvement.

Research Framework

This study is anchored on three complementary theories that explain how purpose-driven leadership influences teachers' commitment and supports sustainable organizational performance in public elementary schools. Collectively, these theories provide the conceptual basis for understanding how leadership practices shape teachers' motivation, engagement, and commitment.

The primary foundation is Warren's (2002) Purpose-Driven Leadership Model, which emphasizes that effective leaders inspire organizational members through a clear mission, shared values, ethical leadership, collaboration, empowerment, and stakeholder engagement. Rather than relying solely on authority, purpose-driven leaders create meaningful work environments where teachers understand how their individual contributions support the school's vision and long-term goals. These principles are reflected in the six leadership dimensions examined in this study: clarity of purpose and mission, alignment of goals and values, shared vision and collaboration, ethical and values-based decision-making, empowerment and motivation of personnel, and community and stakeholder engagement.

The study is further supported by Deci and Ryan's Self-Determination Theory, which posits that individuals become more motivated when their needs for autonomy, competence, and relatedness are met. School leaders who encourage participation, recognize teachers' capabilities, provide opportunities for professional growth, and promote collaborative relationships help strengthen teachers' intrinsic motivation and engagement, ultimately contributing to greater organizational commitment.

Finally, the study adopts **Meyer and Allen's Three-Component Model of Organizational Commitment**, which conceptualizes commitment as comprising affective, continuance, and normative dimensions. The model explains that employees remain committed because they develop an emotional attachment to the organization, recognize the benefits of staying, and feel a moral responsibility to contribute to its success. Purpose-driven leadership reinforces these forms of commitment by fostering supportive organizational cultures characterized by trust, shared purpose, ethical leadership, and professional empowerment.

Taken together, these theories explain that purpose-driven leadership creates organizational conditions that strengthen teachers' motivation and commitment. This integrated framework provides the theoretical

foundation for examining the relationship between purpose-driven leadership and teachers' commitment and supports the development of the proposed Leadership and Commitment Sustainability Program.

METHODOLOGY

Research Design

The study employed a descriptive-correlational research design to examine the relationship between purpose-driven leadership and teachers' commitment among public elementary schools in the Division of San Pedro, Laguna. The descriptive component was utilized to determine the extent to which purpose-driven leadership practices and teachers' commitment were manifested in the participating schools, while the correlational component examined whether significant relationships existed between the two major variables.

The descriptive-correlational design was considered appropriate because the study sought to investigate naturally occurring organizational conditions without manipulating any of the variables. Specifically, it aimed to describe prevailing leadership practices, determine the level of teachers' organizational commitment, examine significant differences among respondent groups, establish the relationships between leadership and commitment, identify organizational challenges encountered by school personnel, and develop a Leadership and Commitment Sustainability Program based on empirical findings. This research design is widely used in educational leadership research because it provides evidence-based information to support organizational improvement, policy formulation, and leadership development.

Research Locale

The study was conducted in selected public elementary schools in the Division of San Pedro, Laguna, under the Department of Education (DepEd) Region IV-A (CALABARZON). The division consists of elementary schools varying in enrollment, organizational structure, teacher population, community characteristics, and resource availability.

The participating schools continuously implement educational reforms, including the Philippine Professional Standards for Teachers (PPST), Philippine Professional Standards for School Heads (PPSSH), Results-Based Performance Management System (RPMS), School-Based Management (SBM), Learning Action Cells (LACs), and the MATATAG Agenda. These initiatives provide an appropriate organizational context for examining purpose-driven leadership and teachers' commitment.

The locale was selected because the schools operate under relatively similar educational policies yet exhibit varying leadership practices, organizational cultures, and stakeholder environments that may influence teachers' commitment.

Respondents of the Study

The study respondents consisted of school heads, teachers, and non-teaching personnel from selected public elementary schools in the Division of San Pedro, Laguna. These groups were chosen because they are directly involved in school leadership, governance, and organizational operations, enabling them to provide comprehensive perspectives on purpose-driven leadership and teachers' commitment within their respective schools.

School heads were included because they are responsible for providing instructional and organizational leadership, implementing school policies, and fostering collaboration among stakeholders. Teachers served as the primary respondents, as they directly experience leadership practices and demonstrate varying levels of affective, continuance, and normative commitment. Non-teaching personnel were likewise included because they contribute to school operations and offer valuable insights into organizational climate, communication, and leadership effectiveness. The inclusion of these three respondent groups ensured a balanced and holistic assessment of the variables investigated in the study.

Sampling Technique

The study employed a combination of **purposive sampling** and **simple random sampling**.

Purposive sampling was used to select school heads because of their direct leadership responsibilities in school governance, organizational management, instructional supervision, and policy implementation.

Simple random sampling was employed to select teachers and non-teaching personnel, ensuring that qualified respondents had equal opportunities to participate in the study. This probability sampling technique minimized sampling bias while improving the representativeness of the collected data.

The combination of purposive and probability sampling strengthened the reliability and credibility of the findings by integrating leadership perspectives with representative employee experiences.

Research Instrument

The primary data-gathering instrument was a **researcher-developed survey questionnaire**, constructed after an extensive review of educational leadership theories, the organizational commitment literature, Department of Education policies, and previous empirical studies on school leadership and teacher commitment.

Validation of the Instrument

The researcher-developed questionnaire underwent **content validation** by experts in educational leadership, organizational behavior, educational management, and research methodology. The panel of validators examined each questionnaire item with respect to: relevance; clarity; appropriateness; comprehensiveness; and alignment with the research objectives.

The experts' recommendations were incorporated before the instrument underwent pilot testing.

A pilot study was subsequently conducted among respondents who possessed characteristics similar to those of the target population but were excluded from the final sample. The pilot implementation assessed item clarity, consistency, reliability, and ease of administration.

Data Gathering Procedure

Upon securing approval from the Schools Division Superintendent and the participating school heads, the researcher coordinated with school administrators on the questionnaire administration schedule. Prior to data collection, respondents were informed regarding: the objectives of the study; voluntary participation; confidentiality procedures; ethical safeguards; and the academic purpose of the investigation.

Completed questionnaires were retrieved, checked for completeness and consistency, and subsequently encoded for statistical analysis.

Ethical Considerations

The study strictly adhered to accepted ethical principles governing educational research.

Participation was entirely voluntary. Respondents provided informed consent before participating and were informed of their right to withdraw from the study at any stage without adverse consequences. The researcher maintained the strict confidentiality of all collected information. Individual responses remained anonymous and were reported only in aggregate form. All information gathered was utilized exclusively for academic and scholarly purposes.

Statistical Treatment of Data

Appropriate descriptive and inferential statistical techniques were employed to analyze the collected data.

The **percentage** was utilized to describe the demographic profile of the respondents.

The **weighted mean** determined the extent of purpose-driven leadership, teachers' commitment, challenges encountered, and respondents' assessment of the proposed Sustainability Program.

Analysis of Variance (ANOVA) was used to determine whether significant differences existed among school heads, teachers, and non-teaching personnel regarding purpose-driven leadership and teachers' commitment.

Where significant differences were identified, **Tukey's Honest Significant Difference (HSD) Test** was utilized to determine which respondent groups differed significantly.

The **Pearson Product-Moment Correlation Coefficient** was used to determine the relationship between purpose-driven leadership and teachers' commitment.

The **t-test for the significance of correlation** was likewise employed to determine whether the computed correlation coefficients were statistically significant.

All statistical analyses were interpreted using the **0.05 level of significance**.

RESULTS AND DISCUSSION

Purpose-Driven Leadership

Overall, the respondents assessed purpose-driven leadership as **Highly Evident**, indicating that school leaders consistently demonstrate leadership practices anchored on a clear organizational purpose, ethical governance, collaboration, personnel empowerment, and stakeholder engagement. This favorable assessment suggests that administrators have successfully cultivated a school environment where personnel understand the institution's vision, actively participate in achieving organizational goals, and contribute to continuous school improvement. The findings support the Purpose-Driven Leadership Model, which emphasizes that leaders strengthen organizational effectiveness by aligning institutional goals with shared values and meaningful professional practice. Likewise, Self-Determination Theory suggests that leadership practices promoting autonomy, competence, and collaboration enhance employees' intrinsic motivation and organizational engagement.

Clarity of Purpose and Mission

Clarity of Purpose and Mission emerged as one of the strongest dimensions of purpose-driven leadership. The findings indicate that school leaders effectively communicate the school's vision, mission, and strategic priorities, enabling teachers and staff to understand how their individual responsibilities contribute to institutional goals. Such clarity strengthens organizational alignment by promoting a shared sense of direction, enhancing collaboration, and encouraging personnel to work collectively toward improving school performance and learner outcomes.

Alignment of Goals and Values

Alignment of Goals and Values likewise received a **Highly Evident** assessment, indicating that school leaders successfully align institutional objectives with professional values, organizational culture, and individual responsibilities.

Respondents generally agreed that administrators encourage school personnel to integrate organizational goals into classroom instruction, school improvement initiatives, stakeholder engagement activities, and professional decision-making.

The findings demonstrate that organizational alignment strengthens institutional commitment because teachers perceive consistency between organizational expectations and their own professional values. Such alignment enhances organizational trust, collaboration, and shared accountability for school performance.

Shared Vision and Collaboration

Shared Vision and Collaboration was likewise assessed as **Highly Evident**, reflecting the consistent practice of collaborative leadership within the participating schools. Respondents recognized that school leaders encourage teamwork, shared decision-making, and active participation in school improvement initiatives. These practices foster professional ownership, strengthen collegial relationships, and enhance collective responsibility for achieving organizational goals, consistent with leadership literature emphasizing collaboration as a key driver of school effectiveness..

Ethical and Values-Based Decision-Making

Ethical and Values-Based Decision-Making received one of the highest assessments, indicating that school leaders consistently demonstrate fairness, integrity, transparency, and professionalism in carrying out their responsibilities. The findings suggest that ethical leadership strengthens organizational trust and confidence among school personnel by ensuring that decisions are guided by institutional values and established policies. Such practices contribute to a positive organizational climate that supports accountability, mutual respect, and sustainable school leadership.

Empowerment and Motivation of Personnel

Empowerment and Motivation of Personnel likewise received a **Highly Evident** assessment. Respondents recognized that school leaders encourage professional growth, recognize employee contributions, support instructional innovation, and motivate teachers to pursue organizational excellence.

The findings indicate that school administrators actively create opportunities for professional development, leadership participation, mentoring, coaching, and continuous learning. Such leadership practices strengthen teachers' confidence, professional competence, and organizational commitment.

Empowerment further promotes organizational resilience because motivated personnel are more willing to participate in school improvement initiatives and adapt positively to educational reforms and organizational change.

Community and Stakeholder Engagement

Community and Stakeholder Engagement completed the dimensions of purpose-driven leadership and likewise received a **Highly Evident** assessment.

Respondents agreed that school leaders consistently cultivate productive relationships with parents, local government units, community organizations, alumni, private partners, and other educational stakeholders.

The findings demonstrate that purpose-driven leadership extends beyond internal organizational management toward building collaborative partnerships that support learner development and school improvement.

Strong stakeholder engagement contributes significantly to organizational sustainability because schools increasingly rely upon community partnerships to strengthen educational resources, learning opportunities, and institutional support.

Teachers' Commitment

Overall, the respondents assessed teachers' commitment as **Highly Committed**, indicating strong emotional attachment, organizational loyalty, and dedication to achieving school goals. The findings suggest that teachers remain actively engaged in their professional responsibilities despite the demands of the educational environment. This favorable assessment supports Meyer and Allen's Three-Component Model of Organizational Commitment, which explains that employees remain committed through emotional attachment, perceived organizational investment, and moral responsibility. It likewise supports Self-Determination Theory, which posits that supportive leadership enhances motivation and long-term organizational commitment.

Affective Commitment

Affective Commitment emerged as the strongest dimension of teachers' commitment, indicating a strong emotional attachment to their schools and a genuine value placed on their roles within the organization. The findings suggest that supportive leadership, collaborative relationships, and meaningful professional experiences foster a sense of belonging that motivates teachers to contribute beyond their formal responsibilities. This highlights the importance of creating a positive organizational culture that strengthens teachers' emotional connection to the school and sustains their commitment to educational excellence.

Continuance Commitment

Continuance Commitment likewise received a **Highly Committed** assessment, indicating that teachers recognize the professional, personal, and organizational benefits of remaining in their current schools.

Respondents acknowledged that long-term employment provides opportunities for professional growth, career advancement, organizational stability, collaborative relationships, and continued service to the educational community.

The findings suggest that continuance commitment extends beyond economic considerations. Teachers remain committed because they have developed valuable professional networks, accumulated organizational experience, and established meaningful relationships with colleagues, learners, and stakeholders.

Purpose-driven leadership further strengthens continuance commitment by fostering supportive organizational environments that encourage long-term professional engagement.

Normative Commitment

Normative Commitment also obtained a **Highly Committed** assessment. Respondents generally agreed that teachers experience a strong sense of professional responsibility and moral obligation to continue serving their schools and communities.

The findings indicate that teachers recognize education as a public service requiring dedication, integrity, and commitment to learner success. Professional responsibility motivates teachers to fulfill organizational expectations while contributing actively to school improvement initiatives.

Normative commitment is strengthened when school leaders consistently demonstrate ethical leadership, organizational fairness, professional trust, and shared educational values.

These findings reinforce the importance of values-based leadership in cultivating sustainable organizational commitment.

Significant Differences

Analysis of Variance (ANOVA) revealed significant differences in the perceptions of school heads, teachers, and non-teaching personnel regarding selected dimensions of purpose-driven leadership and teachers' commitment. The differences were most evident in areas related to empowerment and motivation, shared vision, and stakeholder engagement, indicating that respondents' organizational roles influence how leadership practices and commitment are perceived. Despite these variations, all respondent groups consistently provided favorable assessments, suggesting a common recognition of the effectiveness of purpose-driven leadership in promoting teacher commitment and supporting organizational goals.

Post Hoc Analysis

Following the significant ANOVA results, Tukey's Honest Significant Difference (HSD) Test was conducted to identify the respondent groups that differed significantly. The analysis showed that the most notable differences generally occurred between school heads and teachers, while the perceptions of non-teaching

personnel were comparatively closer to those of the other groups. These findings suggest that differences in organizational responsibilities and leadership roles influence respondents' perceptions of purpose-driven leadership and teachers' commitment. The results underscore the importance of strengthening communication, collaboration, and shared understanding among all school personnel to promote greater alignment in leadership practices and organizational objectives.

Significant Relationship Between Purpose-Driven Leadership and Teachers' Commitment

Pearson Product-Moment Correlation analysis revealed a significant positive relationship between purpose-driven leadership and teachers' commitment. The findings indicate that schools demonstrating stronger leadership practices also exhibit higher levels of affective, continuance, and normative commitment among teachers. This suggests that leadership characterized by a clear sense of purpose, ethical decision-making, collaboration, empowerment, and stakeholder engagement fosters greater organizational loyalty and professional dedication. The results support the Purpose-Driven Leadership Model, Self-Determination Theory, and Meyer and Allen's Three-Component Model, highlighting the important role of purposeful leadership in strengthening teachers' motivation, organizational commitment, and sustained engagement in achieving school goals.

Challenges Encountered

Although purpose-driven leadership and teachers' commitment were generally assessed positively, respondents identified several organizational challenges that continue to influence leadership effectiveness and organizational commitment.

The most frequently encountered challenges included: increasing administrative workload; extensive documentation requirements; limited opportunities for continuous professional development; insufficient instructional resources; communication gaps among organizational units; time constraints; balancing instructional and administrative responsibilities; and rapidly changing educational policies.

These challenges were generally assessed as **Moderately Encountered**, indicating that while they do not substantially diminish organizational effectiveness, they remain important organizational concerns requiring continuous leadership attention.

Addressing these challenges will further strengthen leadership effectiveness while sustaining teachers' organizational commitment.

Acceptability of the Proposed Sustainability Program

Respondents evaluated the proposed **Leadership and Commitment Sustainability Program** in terms of **Suitability, Acceptability, and Feasibility**.

Overall, the proposed program received a **Highly Acceptable** assessment across all evaluation dimensions.

Respondents agreed that the proposed intervention aligns with organizational needs, supports existing Department of Education policies, promotes teacher development, and provides practical strategies for strengthening leadership effectiveness and teachers' commitment.

The favorable evaluation indicates that the Sustainability Program possesses strong potential for successful implementation within the participating public elementary schools.

Strategic Component 1: Purpose-Centered Leadership Development

Objective

Strengthen school leaders' capacity to practice purpose-driven leadership through mission-centered decision-making, ethical governance, and collaborative leadership.

Major Strategies

- Conduct annual Purpose-Driven Leadership Institutes for school heads.
- Develop leadership coaching and mentoring programs.
- Strengthen strategic planning workshops aligned with school vision and mission.
- Institutionalize reflective leadership sessions.
- Integrate purpose-driven leadership competencies into leadership performance evaluation.

Strategic Component 2: Teacher Commitment Enhancement

Objective

Strengthen affective, continuance, and normative commitment among teachers through professional support, recognition, and organizational engagement.

Major Strategies

- Expand teacher recognition and appreciation programs.
- Institutionalize mentoring and peer coaching.
- Strengthen Professional Learning Communities (PLCs).
- Conduct wellness and resilience programs.
- Enhance opportunities for career development and graduate education.

Strategic Component 3: Organizational Collaboration and Stakeholder Partnership

Objective

Promote collaborative organizational culture through strengthened stakeholder participation and shared responsibility.

Major Strategies

- Establish collaborative governance councils.
- Strengthen parent-community partnerships.
- Conduct quarterly stakeholder dialogue sessions.
- Develop community-based educational projects.
- Expand partnerships with local government units and private organizations.

Strategic Component 4: Sustainable Organizational Learning

Objective

Institutionalize continuous learning, innovation, and organizational improvement across participating schools.

Major Strategies

- Strengthen Learning Action Cells (LACs).
- Expand school-based action research.
- Conduct annual organizational learning conferences.
- Develop digital knowledge-sharing platforms.
- Institutionalize evidence-based organizational planning.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. **Purpose-driven leadership is highly evident** in the participating public elementary schools, indicating that school leaders consistently demonstrate mission-centered leadership, ethical governance, collaborative engagement, personnel empowerment, and stakeholder partnership.
2. **Clarity of purpose and mission, ethical leadership, shared vision, and personnel empowerment emerged among the strongest leadership dimensions**, demonstrating that school leaders effectively align organizational purpose with professional practice.
3. **Teachers are highly committed** to their respective schools, indicating strong affective attachment, organizational loyalty, and professional responsibility.
4. **Affective commitment emerged as the strongest commitment dimension**, suggesting that teachers remain emotionally connected to their schools because of supportive leadership, meaningful work, and collaborative organizational culture.
5. **Significant differences exist among school heads, teachers, and non-teaching personnel** regarding selected dimensions of purpose-driven leadership and organizational commitment, indicating that organizational roles influence perceptions of leadership implementation.
6. **Purpose-driven leadership is significantly and positively related to teachers' commitment**, demonstrating that meaningful leadership practices strengthen organizational engagement and professional dedication.
7. **Leadership emphasizing purpose, shared values, collaboration, and empowerment contribute directly to stronger teacher commitment**, organizational trust, and institutional stability.
8. **Organizational challenges**, including administrative workload, documentation requirements, communication concerns, limited professional development opportunities, and resource constraints, continue to influence leadership implementation and teachers' commitment.
9. **The proposed Leadership and Commitment Sustainability Program provides an evidence-based framework** capable of strengthening leadership effectiveness, teacher commitment, stakeholder collaboration, and organizational sustainability.
10. **Purpose-driven leadership serves as a strategic organizational resource** that promotes continuous school improvement by strengthening teacher motivation, organizational commitment, ethical leadership, and collaborative educational practice.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed.

For the Department of Education

1. Strengthen leadership development initiatives by integrating purpose-driven leadership competencies into national leadership training programs for school heads and aspiring educational leaders.
2. Expand policies supporting teacher well-being, professional growth, and organizational commitment through sustained investments in leadership development and employee engagement.

For the Schools Division Office

3. Institutionalize annual leadership capability-building programs emphasizing mission-centered leadership, ethical governance, collaborative decision-making, and organizational sustainability.
4. Develop division-wide organizational commitment monitoring systems that periodically assess teacher engagement, motivation, and workplace satisfaction.

For School Heads

5. Continue strengthening purpose-driven leadership by consistently communicating the school's mission, recognizing teacher contributions, empowering personnel, and promoting collaborative organizational culture.
6. Expand mentoring, coaching, and professional development opportunities that strengthen teachers' affective, continuance, and normative commitment.
7. Strengthen stakeholder partnerships through continuous dialogue, collaborative planning, and community participation in school improvement initiatives.

For Teachers

8. Continue participating actively in collaborative school governance, professional learning communities, mentoring activities, and organizational improvement programs.
9. Utilize professional development opportunities to strengthen instructional competence while contributing positively to organizational culture and school effectiveness.

For Future Researchers

10. Replicate the study in secondary schools, higher education institutions, and private educational organizations to determine the applicability of purpose-driven leadership across diverse educational settings.
11. Investigate additional organizational variables such as psychological empowerment, organizational citizenship behavior, servant leadership, authentic leadership, work engagement, organizational resilience, and school climate using Structural Equation Modeling (SEM), longitudinal research, or mixed-method approaches.

Limitations Of The Study

This study was limited to selected public elementary schools in the Division of San Pedro, Laguna; therefore, the findings may not be generalizable to other educational settings, such as public secondary schools, private schools, or higher education institutions. The use of a descriptive-correlational research design allowed the

examination of relationships between variables but did not establish causal effects. Moreover, the findings were based on respondents' self-reported perceptions, which may be influenced by individual experiences and organizational contexts. Future studies may employ longitudinal, mixed-method, or experimental approaches to provide deeper insights into the influence of purpose-driven leadership on teachers' commitment.

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