

Leadership Style Practices of Principals and Organizational Commitment Profile of Employees of Diocesan Catholic Schools

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Introduction. The principals play a vital role in the success of the schools. The leadership style practices of the principals can have a wedge on the commitment of employees (Madrigal, Oracion, & Temporosa, 2018). Keeping committed teachers in Diocesan Catholic schools is a challenge faced by educational leaders. Hence, the paper describes the extent of leadership style practices and employees' organizational commitment profile in Antique Diocesan Catholic Schools (ADCS) during the school year 2019-2020. Likewise, it explores the significant difference in principals' leadership style practices as perceived by the employees when grouped according to demographics. Also, it determines the relationship that exists in the extent of leadership style practices and organizational commitment profile of employees.

Methods. The study employed descriptive-comparative and correlational approaches to assess the extent of leadership style practices and employees' organizational commitment profile of the Diocesan Catholic Schools in Antique during the school year 2019-2020. Using stratified random sampling, one hundred fourteen employees participated in the study. A validated and reliability-tested researcher-made questionnaire was used to collect data. Mean, Standard Deviation, Mann Whitney U test, Kruskal-Wallis, and Chi-square test of independence were utilized for the statistical analysis.

Results. The study revealed that the principals practice to a great extent on the managerial, participative, transactional, post-modern, contingent, and moral leadership styles. Moreover, Southern Diocesan Catholic Schools practiced participative leadership to a very great extent compared to Northern Catholic Schools. The study confirmed that most employees in the Diocesan Catholic Schools have an affective commitment towards the school. The results further revealed a significant difference in the areas of Managerial, Transactional, and Post-Modern Leadership Style Practices when employees were grouped according to the length of service, the probationary teachers paved higher in those areas. The results also revealed a significant difference in leadership style practices when employees were grouped according to organizational commitment profile, Affective Commitment Profile employees rated higher than Normative Commitment Profile employees. However, the study revealed no significant relationship between the extent of leadership style practices and the organizational commitment profile of employees.

Conclusion. The leadership style practices of the school principals indicates quality school management in the Diocesan Schools. The affective commitment of most employees is remarkable to the institution for the love and mission. Their commitment is not wavered by the kind of leadership style they encounter in the school. Whatever is the leadership practice, a strongly committed employee remains in the Diocesan Schools. These school leaders and affectively committed teachers are great assets to the schools. They can inspire the confidence of parents and students in a Catholic institution. The leadership style practices of school principals and the affective commitment of teachers can nurture the soil of evangelization in the hearts of the Antiqueño Youth. With the striking number of young and new teachers having an affective commitment to the Diocesan Catholic Schools, sustaining such commitment poses a great challenge to the administrators. For them to be able to see their mission as a Catholic educator needs an in-depth formation.

Practical Value of the Paper. The study essentially affirms the leadership models of Bush (2006). The principals evidently practice the managerial, participative, transactional, post-modern, contingent, and moral leadership styles in Diocesan Catholic Schools in Antique. Moreover, the study confirms the affective commitment of employees in ADCS. If sustained, it will be a great advantage to the schools in delivering quality education with Christian formation. This calls for a rigorous formation of leaders and employees to strengthen their roles and mission as catholic mentors in the Diocesan Schools in Antique.

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