Leadership Practice of Elementary school Heads as Determinants of teachers' Morale in Davao Region, Philippines

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Abstract - *Determining the leadership practice and work commitment of elementary school heads as determinants of teachers' morale in Davao Region is the main objective of the study. There were 400 elementary school teachers chosen as respondents employing stratified random sampling technique. The study utilized non-experimental study using descriptive correlational technique. Mean, Pearson r, Multiple regression were used in the treatment of the data. Findings revealed that the level of leadership practice, work commitment, and teachers' morale yielded very high results. Leadership practice and work commitment of school heads showed significant relationships with teacher's morale. The combined and singular influence of leadership practice of school heads and working commitment towards teachers' morale provided significant results.*

Keywords: *leadership practice, work commitment; elementary school heads; determinants; teachers' morale; Davao region; educational management; Philippines*

1. INTRODUCTION

Teachers' morale is an important factor in schools to ensure that teachers will give their best at all times, so that students will receive the best possible education they can have. Teacher morale impacts directly on delivery of lessons, teacher effectiveness and leadership, student attitudes, behavior and discipline, as well as student performance. The lack of enthusiasm and the affected teaching performance of the teachers are often an indication of having low morale, which in some cases ar caused by the school heads' incompetent leadership (Mackenzie, 2013[58]; Mani, 2012[59]). The leadership qualities of the principal, or the lack thereof, affects the performance of teachers and strongly correlated with student achievement across the board in grades K-12, in small and large, urban and suburban, wealthy and underserved schools. On the other hand, work commitment results from the job satisfaction. High level of job satisfaction will influence principals' commitment. The attitudes of committed principals includes being proud of the school in which they work, the school inspires enthusiasm in their work, and they deeply care for the future of the school (DuBois, 2012[20]). Some school heads reached their position because they have strings to filled and not unavoidably based on their leadership competencies, which deeply affects the morale of the teachers. On the other hand, when schools heads are not performing well and showed that they have partial commitment on their job, one can securely suppose that this circumstance likewise has a negative impact on the morale of teachers. Incompetent school head leadership with the lack of commitment in their work worsens the condition and the school is like a ship in the middle of the

ocean with no a rudder (de Dios, 2012[16]; Sobrepeña, 2012[82]; Zaccaro, Heinen & Shuffler, 2009[96]). There are principals in Davao City who are shabbily treating their subsidiary teachers because of their greed, chiefly embezzling the funds of Parents-Teachers Association This causes low morale amongst the teachers and the shout of parents to seek capable and dependable Principals (Balanza, 2014[4]). Literature review on the teachers' morale being influenced by school heads' leadership practice and work ethics is limited and the study would be an attempt to fill the gap on the topic in Davao City, thereby making the study at hand important and timely. The study was conducted to determine the baseline data relative to the leadership practice and work commitment of elementary school heads will be a gauged to identify the school heads' leadership practices and work commitment as determinants of teachers' morale.

2. RESEARCH OBJECTIVES

The main objective of the study was to determine the significant relationship between leadership practice and work commitment of elementary school heads as determinants of teachers' morale in Davao Region. Specifically, it attempted to find answers to the following objectives:

- To describe the level of leadership practice of elementary school heads as determinants of teachers' morale in Davao Region.
- To ascertain the level of work commitment of elementary school heads as determinants of teachers' morale .
- To describe the level of teachers' morale in Davao Region.

- To determine the significant relationship between: leadership practice and teachers' morale; and work commitment and teachers' morale.
- To determine the combined and singular influence of leadership practice and work commitment of Elementary School Heads on Teacher Morale.

3. HYPOTHESIS

The formulated hypotheses were tested at α 0.05 level of significance:

H1: There is no significant relationship between leadership practice and teachers' morale.

H2: There is no significant relationship between work commitment and teachers' morale.

H3: There is no combined and singular influence of leadership practice and work commitment of Elementary School Heads on Teacher Morale.

4. REVIEW OF RELATED LITERATURE

Presented in this segment are the related literature culled from different sources such as books, journal, reliable websites, magazines and newspapers. It discusses the topics consisted of the variables of the study, wherein the first independent variable is leadership practice of elementary school heads by Houchard (2005[44]); with the following indicators: model the way, inspire a shared vision, challenge the process, enable others to act and encouraging the hear; the second independent variable is work commitment of elementary school heads by Meyer and Allen (1998[61]) with the following indicators: affective commitment, continuance commitment and normative commitment; and, the dependent variable is teachers' morale (Bently and Rempel, 1970[7]) with the following indicators: teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services and community pressures. In this way, participative authority concentrates on the basic leadership procedures of a predefined gathering or relationship, with a conceivable aftereffect of upgraded authoritative viability. Administration as an authoritative fabulousness incorporates educators' commitment in instructional, proficient, and hierarchical development, whereby initiative must impact more than people 'activities; it must power the framework in which activities happen. In spite of the setting in which initiative is seen, a common comprehension is that authority does not rest with one individual in a progressively abnormal state position with formal force or capacity (Hargreaves and Fink, 2006[35]: Higham, Hopkins and Ahtaridou, 2007[39]; Huerta, Watt and Alkan, 2008[45]).

5. LEADERSHIP PRACTICE

Effective school leadership is important to improve the capability and decency of tutoring. Inside every individual school, authority can supply to recoup understudy information by forming the conditions and atmosphere in which educating and learning occur. Past the school fringes, school pioneers can append and adjust schools to changing outside situations. What's more, at the educational systems interface, school authority gives a viaduct between inside school advancement forms and apparently started change (Bartlett, 2007[6]; Shelton, 2011[78]). To clarify the matter, school initiative does not work in static instructive situations. As nations are looking to adapt their instruction frameworks to the necessities of ebb and flow human progress, the desires for schools and school pioneers have changed profoundly. Many nations have made schools more free in their outcome creation while incorporating standards and obligation prerequisites and requesting that schools acknowledge new research-based ways to deal with educating and learning. In accordance with these progressions, the parts and obligations of school pioneers have extended and increased. Given the expanded independence and answerability of schools, administration at the school level is more critical than any time in recent memory (Day, 2007[15]; Porter et al. 2008[67]; Portin et al 2009[68]). Consequently, policy makers require acclimatizing school leadership strategy to new environments by addressing the main challenges which have arisen over the past decades. There is a growing anxiety that the position of school principal designed for the manufacturing age has not changed sufficient to contrast with the multifaceted challenges schools are facing in the 21stcentury. Countries are looking for to expand new conditions for school leadership improved suited to react to current and future instructive environments. As expectations of what school leaders should attain have changed, so must the definition and sharing of tasks, as well as the levels of training, carry and incentives (Elmore, 2008[24]; Darling-Hammond, 2007[12]; Simkin, Charner and Suss, 2010[80]). This could imply that principals are the key issue in structure and managing a school society in which both instructors and understudies can do well. Research has demonstrated that a solid vital can represent 25 percent of an entire school's accident on understudy accomplishment picks up, while educator effectiveness represents 33 percent. Progressively, school administration, ordinarily moved in principals, has end up being all the more widely shared and common. As the employment of the primary has turned out to be more multifaceted with the need to dependability instructional administration, high-stakes answerability, and non-scholastic association, the overview has recorded the presence of educators all the more very as pioneers in their schools, areas and more remote than. The voice of the instructor as an educator has likewise transform into a

voice of initiative in training (Hargreaves and Fink, 2006[35]; Hopkins, 2008[42]; Porter et al., 2008[66]; Spillane and Diamond, 2007[83]; Wylie, 2007[95]).

It could be surmised consequently that most definitions of leadership reflect the supposition that it involves a social power process whereby intentional pressure is exerted by one person over other people to organization the activities and relationships in a group or association. The term intentional is significant , as leadership is based on articulated goals or outcomes to which the procedure of influence is predictable to lead. Depending on state contexts, the term school leadership is frequently used interchangeably with school management and school management. An often-quoted phrase is managers do things right, while leaders do the right thing. While leadership involves steering organizations by shaping other people's attitudes, motivations and behaviors, organization is more intimately associated with preservation of present operations (Earley and Weindling, 2006[22]; The MetLife Survey (TMSAT), 2009[86]). The first indicator which is *model the way* portrays the school head or principal as a role model to the stakeholders, including the students worth emulating. A principal needs to be a person that all students, parents, and colleagues deference and be thankful for their attendance. These roles necessitate being committed to the students, parents, and staff and location an example needs to be complete with constancy. He should keep this in mind at all times even as at work, in the community, after hours, or even as representing the school at a variety of functions. In order to be victorious, the principal needs to stay behind professional in his speech, approach, and dress. It is important to stay behind professional with students and staff, while being friendly as well. It is significant to watch the manner, actions, and speech to make certain that he is honest and hold strong morals, which will help set a good example for others (Alstad-Davies, 2014[1]). In addition, it is most significant that the principal support the values and beliefs that will In Inspire a *shared vision* the school head is portrayed as leader that has a influential skill in influential the stakeholders to his point of sight. A main is the leader of the school. Eventually, they have the liability for everything that goes on in the school. Their thoughts and apparition needs to be loud and clear. They might find it helpful to generate their own vision statement which they post for all to perceive. They need to constantly enforce their own educational attitude into the school setting. A speaker one time described his own first day on the job at a low performing school; he walked into the office and waited a few minutes to see what the receptionist staff located in the rear a high oppose would do. It took fairly a bit of time for them to even recognize his attendance. Right then and there, he decided that his first act as principal would be to get rid of that high counter. His vision was one of an open atmosphere where students and parents felt invited in, part of the society. Removing that counter was a significant first step towards achieving this vision (Kelly, 2012[49]). Furthermore,

challenging the process the school head is shown as a leader that encourages the stakeholder to contribute in all the school activities where their attendance is needed. A good principal, just like a good CEO or other managerial, should want to give their employees a cleverness of empowerment. Illustrations often point to companies like Harley Davidson and Toyota who authorize their employees to offer solutions to problems and still stop line produce if an excellence matter is noted. While teachers are typically in charge of their own classrooms, many feel powerless to affect the ethos of the school. Principals need to be open and receptive to teacher suggestion for school development (Porter et al., 2008[66]). In the same manner, the main stakeholders in any school society are families, staff, business partners and the public. Each of these categories requires different styles and approach to appointment. For example, families may have language and educational differences or a previous negative knowledge with school officials. In order to hearten continued participation and support, principals require making a concentrated try to appreciate the priorities and preferences of the variety of categories of stakeholders (Kelly, 2012[49]). The trait of the principals to *enable other to act* indicated that they have hard jobs. As the face and head of the school, they are accountable for the education that each student beneath their care receives. They set the tenor of the school. They make your mind up on staffing decisions and student regulation issues week in and week out. There are many effectual administrators at the helm of schools crossways the nation. Miserably, there are also many who do not display the management qualities essential to motivate and inspire their staff and students. Principals who can inspire others to do their job devoid of fear and idleness but with gusto and eagerness are the kind of principals needed in schools (Porter and Murphy, 2008[67]). Having the gift of *encouraging the heart* shows the principal's positive persuasion is already enough to motivate teachers. Nearly every educational framework strategy depends on brawny society involvement, so much so that the National Association of Secondary School Principals identifies society appointment as a center element of its leadership growth program. Because a lack of income is one of the leading catalysts for teacher abrasion, principals need to be influential advocates to their school's stakeholders in order to gain greater admission to essential resources. Increasingly, schools appreciate that there is a straight link among community and parent involvement and improved academic performance (Sheninger, 2011[79]). Consequently, great organizations of all types need great leadership and this is Similarly, school leaders sway the motivations, capacities and working conditions of teachers who in twist shape classroom perform and student learning. Moving a step additional, the research on school leadership belongings has revealed a number of leadership roles and errands that are mainly conducive to enhancing student teaching. Findings of the research on management effects have

lately been consolidated in a number of reviews and meta-analyses. These show that convinced leadership practices are linked with quantifiable improvements in student knowledge. There are four major domains of liability as key tasks for school leadership to get better teaching and knowledge within their schools: supporting and rising teacher excellence, defining goals and measuring development planned resource organization and teamwork with external partners (Leithwood, Day, Sammons, Harris and Hopkins, 2006[54]). Thus, school initiative plays a fundamental position in training change. Much has been composed about top-down versus base up systems for school improvement and there is far reaching accord that the two should be common and facilitated. While more elevated amounts of the educational framework can give approach bearings for schools, their accomplishment much of the time relies on upon the inspirations and activities of pioneers at the school level. For halfway started changes to transform into critical to all school-level partners, they require to be connected with interior school improvement exercises legitimately. Moreover, transformational leadership focuses on the charismatic and affective elements of leadership, and it is concerned with values, ethics, emotions, standards, and long-term goals (Bal and de Jong, 2007[3]; Ewington et al., 2008[26]; Hopkins, 2008[42]).

Therefore, except school leaders feel a sense of possession of improvement and concur with its purposes it is unlikely that they will connect their staff and students in outwardly defined improvement objectives. School reform is more probable to be successful if school leaders are vigorously involved in policy expansion and formulation. Continuous conversation and discussion among policy makers and those who lead schools at the front line are thus necessary for winning large scale improvement (Hopkins, 2008[42]). This means that school leaders play a significant position in strengthening the ties flanked by school employees and the communities that enclose them. Leaders of the most winning schools in challenging situation are characteristically extremely engaged with and trusted by the schools' parents and wider society. They also try to get better attainment and well-being for children by flattering more involved with other partners such as local businesses, sports clubs, faith-based groups and community organization and by integrating the work of the school with wellbeing, law enforcement and other agencies (Coopers, 2007[10]; Hargreaves et al., 2008[36]). Moreover, in fast changing societies, the goals and objectives to be achieved by schools and the ways to get there are not forever clear and still. In more and more globalized and knowledge-based economies, schools must lay the foundations for all-time knowledge while at the same time trade with new challenges such as changing demographic patterns, increased migration, changing labor markets, new technologies and quickly developing fields of information (Duguay, 2006[21]). As an after effect of these advancements, schools are under gigantic power to

change and it is the position of school initiative to bargain professionally with the procedures of modifies. An extraordinary assortment of situations for the possibility of tutoring may be likely from current societal patterns and diverse settings. The situations are not future to be totally sensible but rather can clarify likely tutoring improvements and how methodology creators, partners and school-level performing artists may weight and acquaint you to them. The parts and regular employments of school initiative in each of these situations would contrast widely (Hopkins, 2008[42]). In the same way, school leaders play a vital role in strengthening the ties between school personnel and the communities that enclose them. Leaders of the most victorious schools in challenging circumstances are classically highly engaged with and trusted by the schools' parents and wider community. They also try to get better achievement and well-being for children by fetching more involved with other partners such as local businesses, sports clubs, faith-based groups and society organizations and by integrating the work of the school with welfare, law enforcement and other agencies (Coopers, 2007[10]; Hargreaves et al., 2008[36]). Also, school leaders have to master the new forms of pedagogy themselves and they have to learn how to watch and get better their teachers' new perform. Furthermore, in its place of serving as head teacher primus inter pares, they have to become leaders of learning accountable for structure communities of professional practice. Methods of assessment and professional growth take more sophisticated request and principals must implant them into the fabric of the work day. While practices differ crossways countries, it is clear that school leadership is usually expected to play a more active role in instructional leadership: monitoring and evaluate teacher presentation, conducting and arranging for mentoring and coaching, planning teacher professional development and orchestrating teamwork and helpful instruction. Countries also note a shift in stress from more management and management-type functions to leadership functions of given that academic vision, planned planning, mounting deeper layers of leadership and building a culture and community of knowledge (Higham, et al.,2007[39]). As a result of the rising central mandates and programs, altering student populations and mounting knowledge about effectual perform, schools are under huge force to modify and it is the school leader's position to direct the processes of revolutionize. The alteration of strategy into results occurs most seriously through the version of perform in the school and classroom. This procedure is multifaceted and must be led deliberately and competently. In some cases, confrontation to change needs to be conquered with carefully structured hold up, pertinent information, a clear sense of reason and goals and opportunity to learn necessary skills. While some changes are merely technical and can be willingly accomplished, more important change calls for deeper change of values and beliefs about the work. Sophisticated skills of adaptive and

transformational leadership are needed here (Barth, 2005[5]). In like manner, Leaders ought to maintain guidelines of good expert behavior while perceive that his or her activities will be seen and evaluate by the group, proficient partners and understudies. The instructive head recognizes that he or she serves the schools and society by giving equivalent instructive chances to every last youngster. Pioneer's stressed answerability and results, expanded understudy accomplishment, and high prospect for every single understudy. In distinction numerous pioneers are reigning over their subordinates and still succumb to conventional method for initiative called dictator (Hopkins, 2008[42]; Kouzes and Posner, 2007[51]).

6.   WORK COMMITMENT

Organizational commitment is made up of three levels of commitment: affective, continuance, and normative. Basically, to sum up all this information, all of these areas are significant in order to decide a school heads' work commitment since it has been found to be correlated with job satisfaction and motivation (Joo & Lim, 2009[47]; Pinder, 2008[65]). With the increased notice known to promise there have been many significant developments, two of these are of exacting significance. First, it has turned into obvious that promise is a multifaceted and multifaceted constructed. It is now recognized that commitment can take different forms. Second, there has been expansion of the area inside which promise is studied. Individuals can sense committed to the association, top organization, supervisors, or the work group. Besides this, promise has been examined with look upon to vocation, union and occupation (Hackman, & Johnson, 2000[33]). Work commitment has been defined as the relation significances and wiched between work and one's self. It affects all organizations at some level and enables organization to assess issues like income during times of unreliable economic constancy and seen as life form construct of a person's devotion to work ethic, promise to a career/profession, job participation, and organizational commitment. Many organizations struggle to give setting that will promote innovation and teamwork, build a great brand name, and endorse employees who excel (Joo and Lim, 2009[47]; Pinder, 2008[65]; Tella, Ayeni and Popoola, 2007[85]). Likewise, it is recognized information that a principal in a school district is much like a Chief Executive Officer supervising staff, develops civilization, implements and enforces rules, guides teaching, and often leads prospectus growth. A strong principal is a significant aspect of an effectual school. In fact, the management provided by the principal is in a straight line connected to many aspects of school success, including teacher efficiency and school climate and culture. The principal is accountable for ensuring that each student receives an excellence education (Fuller, Young and Baker, 2007[30]; Marzano, Waters, and McNulty, 2005[60]). Affective commitment is part of

work commitment of the school heads that describes how much an employee really likes or feels part of an association. High levels of emotional promise in employees will not only influence continuation promise, but also encourages the employee to try to transport others into the talent pool of the association.

An employee with high levels of emotional promise acts as a brand ambassador of the association. On the other hand, an employee with high continuation promise (due to lack of alternatives), but poor affective commitment may harm the association by criticizing it in his/her social circles (Williams, 2007[94]). Accordingly, emotional commitment is unswervingly relative to positive work knowledge. Emotional commitment is senior when the gap between person values and managerial values is negligible. However, the similarity between individual values and organizational values can also be built and improved by strategies and programs to improve school heads 'sympathetic and credit of organizational values (Kaptijn, 2009[48]). The normative commitment is significant to the arrival of the school head, which is the oath of hold up the school head made to the educational system of the country. Normative pledge builds upon duties and values, and the degree to which the school head stays in an association out of a sense of compulsion. There are times in small companies, when payments are belated, and the principals have to undergo pay cuts or deferred pay, but they stay on, because they do not want to leave the school during bad times. Normative pledge comes from a sense of ethical duty and the worth system of a person (Nieuwoudt, 2014[62]). In the same manner, normative promise is senior in organizations that worth loyalty and methodically converse the fact to employees with rewards, incentives and other strategies. Normative commitment in workers is also high where employees frequently see able to be seen examples of the employer being dedicated to worker well-being. A worker with better managerial commitment has a greater possibility of causal to managerial success and will also experience higher levels of job satisfaction. High levels of job approval, in turn, reduce employee income and increase the organization's aptitude to recruit and keep talent (Díaz and Paz, 2011[18]). In summary, all of the discussed indicators above explained work commitment and managerial promise of the school heads. Work commitment is seen as being constructed of a person's devotion to work ethic, commitment to a career/profession, job participation, and managerial promise. This means that work commitment is complete up of all of these dissimilar areas. Owing to this, all of these areas of work promise have also been described, all along with how they influence the incentive and job approval of teachers (Pennsylvania State University (PSUWC), 2011[64]).Consequently, career/professional commitment is described as the person's commitment to attainment his/her own goals through individual enlargement. This commitment is additional toward an

occupation than to a precise association. Job participation is the amount of occasion that is spent on work tasks. Job participation is very significant for work promise. However, it can very rapidly turn into mania. Working too much and becoming absorbed by nothing but work is something called workaholics. Organizational commitment is the degree to which a principal develops an attachment and feels a sense of allegiance to his or her teachers (Pennsylvania State University (PSUWC), 2011[64]).

7. TEACHERS' MORALE

Morale is a hard concept to describe and even harder to gauge. During idle discussions between teachers and administrators they are rapid to tell that they know what the term and idea of morale means but become puzzled when asked to obviously define it. Furthermore, many researchers who start to study confidence in schools find it essential, if they strive for theoretical severity, to rely mostly on what seems to be dated material (Mackenzie, 2013[58]; Mani, 2012[59]). Morale is the mental state with admiration to courage, discipline, confidence, enthusiasm, willingness to endure hardship, etc. with a group, in relation to a group, or inside person. It also included the idea or willingness to bear hardship. Much of the research leads to a definition of confidence as a feeling or state of mind that involves a mental and moving attitude. It is the emotion a worker had about his or her job in association to the significance of that job to the association as an entire working unit. Additional, they contended that the association must also meet the workers' own prospect and needs (Thomas, 2007[87]). Also, morale was composed of three different factors: belongingness, reasonableness, and recognition. Belongingness encompasses the aptitude of the teacher to attain satisfaction within the working group of the school; reasonableness deals with the feeling of job suitability wherein the teachers 'hope of their position is in line with the goals they are necessary to attain for the school; recognition refers to the aptitude of the teacher to unite his or her needs and values with those of the school so that they are rather alike. Morale was comprised of the survival of and communication between efficiency, competence, and approval. To be effectual, the individual's behavior must be appropriate for the prospect that lives for the job. Efficiency refers to the degree to which the group's social performance is in-line with that of the persons behavior. Satisfaction refers to the corresponding up of the institutional role prospect and the individual's need disposition (Kouzes & Posner, 2006[50]). Typically, the teacher possessing high morale tends to be that teacher who relates well with the parents and students. Schools with high staff morale have very characteristic features. School members feel good about the school and what is happening and are more willing to execute assigned tasks and tend to be sure, cheerful, and self-disciplined. There is a sense of community, one in

which people care about each other and work together so that everyone involved can succeed and study. Similarly, teachers and students have contribution into the decision-making procedure and they have possession and arrogance in their school. As well, teachers and students must have the chance to be creative, to take risks, and to make mistakes. The school climate must be one where open message is steady among all, conflicts are dealt with, differences are valued, and person voices are fostered and developed. Leadership and ownership needs to be encouraged by all (Houchard, 2005[44]; Lumsden, 2006[56]). Thus, the major factors that influence confidence are school management, workload, The teachers' rapport with principal is pertinent to the management feature of the principal; it is significant for principals to make their teachers feel they are supported in order to keep excellence teachers in the profession and uphold morale in the demanding field of education. In order to achieve this, the principal have got to set up a working relationship with the teachers; a relationship based on superior-subordinate feature but each considers each other a partner in the job (Egley and Jones, 2005[23]). The teachers' satisfaction with teaching is an integral part of their morale that impacts unswervingly on release of lessons, teacher efficiency and leadership, student attitudes, behavior and regulation, as well as student presentation. Key to improving Teacher Morale is creating a optimistic school weather that reflects the bodily and psychological aspects of the school which are more vulnerable to alter and which provide the preconditions necessary for teaching and learning to take place. When this is achieved, reforms in curriculum, teaching standards, and teacher assessment and learner assessments can become victorious and important. Over the last 10 years or more there has been a steady decline in teacher morale in many public schools, which has led to many teachers adopting a droopy attitude to their vocation (Kouzes and Posner, 2008[52]). Similarly, rapport among teachers is relevant to boost teachers' morale. Teachers have urbanized as coaches of knowledge in the classroom, as simple transmitters of information. Teachers have unspecified roles as mentors of new teachers and as capital for colleagues on curriculum, instruction, and professional knowledge. They have become collaborator in school-wide and peer leadership as part of teams and in professional knowledge communities, as well as leaders of their vocation through unions, state and national professional networks. Rapport means collaborating with their fellow teachers and intensification their professional relationships that sparks eagerness in education (Haydin, 2007[38]) Another important aspect of teachers' existence is the Teacher Salary that influences teachers' moral; it revealed that teachers earn relation low pay, and this pay has suffer further due to state budget cuts nationwide. Some teachers have still faced layoffs due to these cuts. Low pay, mixed with increasing costs of living and the fear of losing their jobs, has been an important issue in the overall reduces in

teacher morale. The low pay has also exaggerated people that are allowing for becoming teachers in the future, by persuasive them to coach for higher-paying professions. Owing to new budget cuts, teachers may also have knowledgeable increased workloads to recompense for layoffs, or the incapability to hire new teachers. This translates into education more classes, working longer hours or being pressured to attain exact results from students. Although the increased workloads can be managed efficiently by teachers working jointly as a team, they can still be demanding and irresistible (Elmore, 2008[24] & Thomas, 2007[87]). Having curriculum issues affects teachers' morale as well. The need for effective professional development for educational leaders has increased in recent years, as superintendents, principals and central office staff faces mounting pressure to change the ways they lead. In addition to their previous management responsibilities, these leaders' roles have become more complex as they work to improve teaching and learning for an increasingly diverse student body, skillfully facilitate adult learning, and negotiate the pressing political context in the national level; there is sometimes the necessity to change the curriculum to cope up with the trend of education. Many leaders have not been trained in how to manage and make sense of these multiple demands and thus can be overwhelmed with the commitments required of them (Elmore, 2008[24]; Ewington et al., 2008[26]). The teachers' status influences teachers' morale; traditionally, career progress for leadership in education has meant that effective teachers leave the classroom for school-based or district-level roles developing teaching and learning, or to become principals. Some teachers are committed to classroom teaching but also aspire to grow and contribute professionally in ways that the classroom alone cannot provide. Innovative teachers are defining "hybrid teaching roles" that keep them part-time in the classroom combined with other roles of service and leadership in education; "teacherpreneurs" in the phrase coined by one group of teacher leaders, in their vision of the future of their profession. These opportunities are envisioned as new pathways for leadership and as ways to strengthen the profession, job satisfaction, and retention of effective teacher (Haydin, 2007[38]). A comprehensive study and research with teacher morale, specifically concluded with several key points of interest. She said that school specific rather than centrally imposed factors were the most significant determinants of teachers' attitudes about their work. Factors that affect morale will vary from individual to individual. A major factor in influencing the levels of morale among teachers is that of professional orientation. Relative perspective of the teacher influences the respective levels of morale as well as the realistic expectations that are held (Evans, 2006[25]; Lunenburg and Ornstein, 2006[57]). The community's support of education is part as well of teachers' morale. Morale is a state of mind that is derived by individuals' anticipation of satisfaction for those needs that they perceive as

important factors affecting their work environment. Morale occupied many manifestations but considered it the enthusiasm and interest that an individual held towards goals and professional ambition either as a group or individually. It should be thought of as a shared purpose that was forward-looking and confident. Teachers' morale is the quality of lives within a community that involved being known and appreciated, having professional knowledge valued, and being given the freedom to act. Moreover, it involved learning, growing, making mistakes, reflecting on them, and moving on (Thomas, 2007[88]). As one of the marker, school facilities and services is also affects teachers morale. The community pressures affects the teachers' morale once they experience it. Relatively, all the research reviewed indicated that low teacher morale was fostered by extrinsic factors. In his attempt to improve schools from within, it was examined how teachers felt and attempted to pinpoint those areas of the teaching environment that deterred from promoting a higher level of morale. He found that teachers said they felt unappreciated, overworked, and not respected as professionals. They also tended not to trust the administration, public, or even themselves for the most part. Many of the teachers reported that they were separated from one another or compartmentalized too often and were held powerless to effect change in most cases. Many were frustrated at the non-teaching demands placed upon them by administrators and the public. The teaching profession in the United States has recently hit an all-time low, which shows that an occupation that is based on nurturing, developmental knowledge, motivation, reinforcement, incentives, and rewards should itself be so deprived of those characteristics in the organizational setting in which it functions (Kouzes and Posner, 2007[51]; Lumsden, 2006[56]). School principals' leadership practices success often depends on the motivations and actions of leaders at the school level, wherein it they are motivated and inspired to do what the school principal desired to accomplish with the consideration of the principals ethical values and actions, which would boost the teachers' morale and are motivated and inspired to do their respective jobs as teachers. This would give indication on the expected outcome of the study (Fuller, Young, and Orr, 2007[31]). A high morale would result only when the process of achieving the organization's goals also reaches the individual's needs. Morale is an internal feeling a person possesses free from the perceived reality of others. Morale is not an observable trait; rather it is an internal feeling or set of thoughts. Thus, low staff morale results from professional lives that have little meaning; from frustration and the inability to change what is happening (Rhodes, Nevill and Allan, 2004[72]). There are many researchers who have studied teacher morale and the effects of certain factors on teacher morale. There are five major areas that effect teacher morale. In the first area, administrative leadership, a positive morale is reached when teachers feel their

administrator is competent and committed to do their leadership work. Next, administrative concern deals with the teacher's need to feel appreciated. Personal Interaction is the need for individuals to communicate and have support from other teachers and the administrators (Hollinger, 2010[41]).Opportunity for Input recognizes the teachers' needs to be a part of decisions affecting them. Lastly, Professional Growth deals with teachers' needs to continue their education or professional development (Hollinger, 2010[41]; Liu and Meyer, 2005[55]).

8. CORRELATION AMONG MEASURES

There is relationship of the leadership practice and teachers' morale on the study of Mitchell County's school administrators, teachers and students showed that the principals' leadership factors contributes to the teacher's morale by inspiring them with vision, enabling them, and encouraging them from the heart. Interestingly, two of the seven principals rated themselves lower on their leadership practices than their own faculty did. As found consistent with most studies and reviews, all factors of principals' leadership has a positive correlation with the teachers' morale while the later has also a positive correlation to student achievement and outcomes. On the other hand, an effective principal must be skilled in cultivating leadership in teachers and other employees in the building by boosting their morale in a continuous process, managing people and data to foster school improvement, engaging the support of the surrounding community, and doing all of these tasks in a way that enhances instruction (Houchard, 2005[44]; T. Whitaker, B. Whitaker, & Lumpa, 2000[93]). There is empirical evidence supporting a positive relationship between morale, which is defined as the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation, and productivity, one cannot assume that there is a direct cause-and-effect relationship. While no one leadership style is effective in all situations, the literature review supports the notion that effective school leaders forge collaborative relationships (Davis & Wilson, 2006[14]below). In the background of the school organization, once a capable leader is hired for the position of principal; that person will likely be a vital figure in the school. As a high-profile individual, it is significant for a principal to be seen as one who is committed to the school and district. A principal who may be more devoted to a hobby or exterior club than he/she is to the school will likely be looked on adversely by district stakeholders and would lower the teachers' morale thereby affecting the learning process of the students (Fuller & Young, 2009[29]; Hill & Banta, 2008[40]). The study of Rowland (2008[73]) examined the relationship of the leadership practices of middle school principals and the morale of the teachers in these schools. Seven middle schools in a Metropolitan Atlanta school system

participated in the study. The leadership practices inventory was used to collect information on the principal practices and the Purdue Teacher Opinionaire was used to collect information on teacher morale. Results indicated that principal leadership and teacher morale were significantly correlated and that the leadership practice of enable others to act had the strongest positive correlation to teacher morale. These results imply that a principal's daily behavior plays a vital role in the environment of the school. It is important for principals to make their teachers feel they are supported in order to keep quality teachers in the profession and maintain morale in the demanding field of education (Tye & O'Brien, 2002[89]). Strong base of evidence has emerged suggesting that principals working commitment through their teaching faculties' boosted morale lead to improved student achievement. Teachers reported that principal behaviors were central to their emotions, and often shaped their morale, efficacy, stress, commitment, and motivation. Key principal behaviors include: showing professional respect for teachers; encouraging and acknowledging teacher effort and results; providing appropriate protection; being seen; allowing teacher voice; and communicating principal vision. Further research was recommended to establish the effect size of these principal behaviors, and determine if they apply across jurisdictions, school settings, and different age panels (Lambersky, 2014[53]). In summary, the literature review provided concrete facts on the leadership practices of school heads as well as their working ethics that includes teachers' participation in instructional, professional, and organizational development, whereby leadership must affect more than individuals' actions; it must influence the system in which actions occur. The literatures quoted above provided a clearer understanding of the study in terms of comparison and contrast: it has important bearings in determining the leadership practice and work ethics of elementary school heads as determinants of teachers morale in Davao Region.

9. THEORETICAL FRAMEWORK

The study was anchored on the trait theory of leadership developed by Taylor (1994[84]). The theory believed that leaders were born with certain traits that made them naturally effective. One of those traits is the ability to boost the morale of their subordinates that would serve as the latter's motivation to perform enthusiastically in performing their duty. Hackman and Johnson (2000[33]) confirmed that this is true with principals who practice effective leadership that boosted the teachers' morale, particularly meeting the needs of the teachers in the workplace. Another theory, the Role Theory developed by Bidwell (1957[8]), postulated about the role expectations that teachers had for their principals. He suggested that principals through modeling work commitment and meet the expectations of teachers for their role in the school can positively affect the morale of that teacher. Similarly,

Schulz and Teddlie (1989[76]) mentioned that that teacher morale and the principal's dedication to their duty were correlated. Also, Egley and Jones (2005[23]) mentioned that the principal's commitment to their work affected teacher morale. A disciplined working performancee and commitment entails a principal focusing on compassion and the respect for the teachers through collaboration and mutual respect.

10. CONCEPTUAL FRAMEWORK

In Figure 1, the conceptual framework manifested the variables of the study consisting of the following: The first independent variable, leadership practices of school heads, which is the intentional influence exerted by the school principal or head over the teachers for the good of the school organization, which is consisted of the indicators model the way, inspire a shared vision, challenge the process, enable others to act and encouraging the heart; the second. independent variable is the work commitment of the school heads, which is the school heads' value based on hard work and diligence, which is a belief in the moral benefit of school work with indicators affective commitment, continuance commitment and normative commitment; and, the dependent variable, the teachers' morale which is the spirit, attitude or the psychological well-being of the teacher based upon a sense of purpose, usefulness or contribution to a cause within the school context with indicators teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services and community pressures.

Figure 1: The Conceptual Framework of the Study
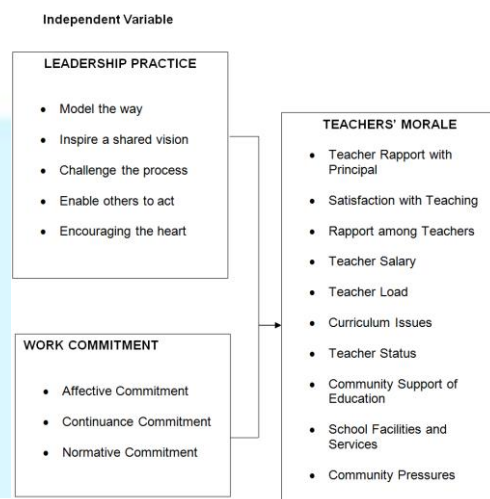
11. SIGNIFICANCE OF THE STUDY

The findings of the study will clearly articulate a challenge and draw a deep sense of response and actions from among educators and stakeholders. Some insights can be lifted to stay connected with each other educators may explore on realities and student needs and look for opportunities for collaboration based on authentic school head-teacher partnerships, as finding their purpose in collective action. A paradigm shift focused on 21st century educators is about personalized school leadership translated into working with teachers and sharing of beliefs and understanding , practicing a shared 'we-we' commitment to ongoing learning and never ending improvement that always relates back to student achievement outcomes. The results may also prod each educator to developing frameworks that enable high expectations around commonalities (skills, competence) and formative assessments (DepEd Order 8. S. 2015). Teacher morale can be an essential element to productive and life-long learning outcomes and what does it look like to reflect on ''What's working; what's not working and what's next?'' action tool. School Heads might employ innovation in their leadership practice making sure that the school is running smoothly and is functioning well where it is intended to provide adequate education to the children and having harmonious and productive working experience among the teachers and the school heads; teachers could explore various technology and digital tools for instructions to sustain engagements with the learners. Also, future researchers may deal on other indicators for adaptive leadership to motivate teachers to explore in the development of individual and group efficacy on new skills and resources to impact more effective student outcomes.

12. DEFINITION OF TERMS

The terms used in the study are defined operationally as follows:

Leadership Practice. In this study, this refers to the intentional influence exerted by the school principal or head over the teachers to structure the activities and relationships in the school organization.

Teacher Morale. In this study, this refers to the spirit, attitude or the psychological well-being of the teacher based upon a sense of purpose, usefulness or contribution to a cause within the school context.

Work Commitment. In this study, this refers to school heads' value based on hard work and diligence, which is a belief in the moral benefit of school work and its ability to enhance character.

13. RESEARCH DESIGN

The study utilized the quantitative non-experimental design using correlational technique. The purpose of this research design was to find new truths, which may have different forms such as increased quality of knowledge, a new generalization or a new law, an increased insight into factors which are operating the discovery of a causal relationship, a more accurate formulation of the problem to be solved and many others. The descriptive correlation study was valuable in providing facts on which scientific judgments may be based. It provides essential knowledge

about the nature of objects and persons. It also plays a large part in the development of instruments for the measurements of many things, instruments that are employed in all types of quantitative research as data gathering instruments, particularly in determining the relationship between the involved variables (Salmorin, 2006[74]). This design is more fitting in determining the leadership practice and work ethics of elementary school heads as determinants of teachers morale in Davao Region.

14. RESEARCH LOCALE

The study was conducted within the area of Region XI specifically the ten schools division as the setting of the study. The area is shown in Figure 2. Davao Region designated as Region XI is located on the southeastern portion of Mindanao, and consists of five provinces, namely: Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, and the newly created, Davao Occidental. The region encloses the Davao Gulf and its regional center is Davao City. In terms of education, the government provides free education at the primary (grade school) and secondary (high school) levels. Some state-run universities in the region are the University of the Philippines Mindanao and the University of Southeastern Philippines. The literacy rate of the country is 93.9 percent; Davao City has a literacy rate of 98.05 percent. One of the oldest University is also located in Davao City namely, the University of Mindanao.

15. POPULATION AND SAMPLE

The researcher employed the stratified random sampling technique using the Slovin's Formula in determining the exact number of respondents. Specifically, the elementary school teachers were the respondents of this study, which were taken among the selected elementary schools in Davao. The study was conducted within the school campuses of the selected elementary schools in Davao Region during the month of November 2015. The distribution of the respondents in terms of cities/municipalities with an overall population of 19, 881 and the overall sampling population based on Slovin's computation of 400. In Compostela Valley, out of 3, 259, 64 respondents were taken Based on Slovin 's computation or 16 percent; 108 were taken from Davao City out of 5,401 or 27 percent; 40 were chosen from Davao Del Norte out of 1,977 or 10 percent; 76 were taken from Davao Del Sur out of 3,682 or 19 percent; in Davao Oriental, out of 987, 20 were taken as respondents of the study; in Digos City, out 660, 12 were taken or 3 percent; in Igacos, out of 458, 8 respondents were taken equivalent to 2 percent; out of 1,865 in Mati, 36 were taken as respondents of the study; in Panabo City, 16 respondents were taken out of 704; and, in Tagum City, 20 respondents were taken out of 888. Data showed that majority of the respondents came from Davao City showing that the area is highly congested and urbanized.

Figure 2.Support Philippine Map Highlighting Davao Region

16. RESEARCH INSTRUMENT

The researcher adapted sets of questionnaire downloaded from web sources. The preliminary draft was submitted to the adviser for checking and afterwards, it was subjected to the validation of the panel of experts. The questionnaire dealt with the leadership practice and work commitment of elementary school heads as determinants of teachers morale in Davao Region. The questionnaire was divided into three parts enumerated as follows: the first part is the leadership practice of elementary school heads with variables instructional leadership, community leadership and visionary leadership; the second part is the work commitment of the school heads with indicators affective commitment, continuance commitment and normative commitment; and, the third part is the teachers' morale with indicators students attitude, school culture, workplace condition, and recognition. The researcher conducted a pilot testing to test the reliability of the questionnaire garnering a Cronbach Alpha of .953.

17. DATA COLLECTION

A letter asking permission was forwarded to the respective division heads in Davao Region as well as to the respective principals of the Elementary schools duly noted by the Dean of Graduate Studies, asking permission to conduct a survey among the elementary teachers in Davao Region. Beforehand, the preliminary draft of constructed questionnaire was forwarded to the research

adviser for possible correction and comments; afterwards, it was forwarded to the panel of experts for reliability and validation. Upon the approval of the Division heads in Region XI, the questionnaires were distributed among the respondents explaining at the same time the nature of the research study and how it was relevant to their organization and in todays' context. Once the respondents have finished answering the questionnaires, the researchers collected all the answered questionnaires and the valid ones were treated accordingly. The obtained data were subjected for statistical computation, tabulation, analysis and interpretation. A little sacrifice is necessary to complete the study; thus, in the data gathering, more time is needed requiring the proponent to file a leave of absent for few days in order to gather the necessary data, wherein the process of doing so seek assistance from friends and co-workers accomplishing the required number of respondents to be surveyed.

Statistical Tools

The data were treated using the following statistical tools:

Mean. This was used to determine the level of the leadership practice and work commitment of elementary school heads as determinants of teachers' morale in Davao Region.

Pearson Product Moment Correlation Coefficient. This was used to determine the significant relationship between leadership practice, work commitment of elementary school heads and teachers' morale in Davao Region.

Multiple Regression. This was used to determine the domain of leadership practice and work commitment which best predicts teachers' morale.

18. RESULTS

The data gathered from the respondents of the study are presented in this chapter arranged according to the following subheadings: Level of Leadership Practice of Elementary School Heads; Level of Work Commitment of Elementary School Heads; Level of Teachers' Morale in Davao Region; Correlations between Leadership Practice and Teachers' Morale; Correlations between Work Commitment and Teachers' Morale; and, Multiple Regression Analysis of the Influence of Leadership Practices and Work Commitment on Teacher's Morale.

19. LEVEL OF LEADERSHIP PRACTICE OF ELEMENTARY SCHOOL HEADS

Level of leadership practice of elementary school heads has a mean score ranging from 4.21 to 4.37 with an overall mean score of 4.28 or very high. The standard deviation computations showed to be below 1.00 indicating that the responses are consistent. Arranged from highest to lowest mean scores, the level of leadership practice of elementary school heads indicators are presented as follows: In terms of enable other to act the mean score is 4.37 (SD=0.60) described as very high. The items that measured the above-mentioned indicator

are as follows: Treats others with dignity and respect with the mean score of 4.45 (SD=.72) described as very high; develops cooperative relationships among the people that work with, with the mean score of 4.37 (SD=.67). On their own as well as gives people a great deal of freedom and choice in deciding how to do their work with the mean score of 4.36 (SD=.71; .67) each or very high level; and, actively listens to diverse points of view with the mean score of 4.32 (SD=.73) or very high level. This means that primarily the school heads establish good relationship with the stakeholders and allow them to do their jobs on their own initiative. The next indicator with the second highest mean score is encouraging the heart with a mean score of 4.33 (SD=.51) described as very high. The three items with the highest mean scores under the above mentioned indicator are as follows: Praises people for a job well done with the mean score of 4.46 (SD=.69) described as very high level; publicly recognize people who exemplify commitment to shared values with the mean score of 4.37 (SD=.69) or very high level; makes it a point to let people know about my confidence in their abilities with the mean score of 4.33 (SD=.72) described as very high level; makes sure that people are creatively rewarded for their contributions to the success of our projects with the mean score of 4.30 (SD=.70) or very high level; and, finds way to celebrate accomplishments with the mean score of 4.23 (SD=.74) or very high level. This means that school heads in terms of their leadership that encourages the heart showed appreciation for job well done, and promotes trust among subordinates.

Another indicator, inspire a shared vision with a mean score of 4.24 disclosed the three items with the highest mean scores as follows: Treats others with dignity and respects with the mean score of 4.39 described as very high level; appeals to others to share an exciting dream of the future with the mean score of 4.29 or very high level; and, speaks with a genuine conviction about the higher meaning and purpose of work with the mean score of 4.25 described as very high level; shows others how their long-term interests can be realized by enlisting in a common vision with the mean score of 4.17 (SD=.78) or high level; and, paints the "big picture' of what we aspire to accomplish with the mean score of 4.15 (SD=.75) described as high. This means that school heads are respectful, visionary and persuasive.

The indicator challenge the process has a mean score of 4.25 (SD=.62) described as very high. The three items with the highest mean scores are as follows: Challenges people to try out new and innovative ways to do their work with the mean score of 4.29 (SD=.74) or very high level; seeks out challenging opportunities that test skills and abilities with the mean score of 4.25 (SD=.71) or very high level; and, asks "what can we learn?" when things don't go as expected with the mean score of 4.25 (SD=.68) described as very high level; makes certain that we set achievable goals, make concrete plans, and establish measurable milestone for the projects and

programs that work on with the mean score of 4.25 (SD=.74) described as very high. This means that the school heads are good motivators by challenging their subordinates.

The last indicator under leadership practice of elementary school heads is model the way with a mean score of 4.22 (SD=.50) described as very high. The three items with the highest mean scores that best described the mentioned indicator are as follows: Sets a personal example of what is expected of others with the mean score of 4.31 (SD=.64) described as very high level; builds consensus around a common set of values for running our organization with the mean score of 4.27 (SD=.71) described as very high level; follows through on the promises and commitments that was made with the mean score of 4.26 (SD=.66) or very high level; spends time and energy making certain that the people I work with adhere to the principals and standards have agreed on with the mean score of 4.22 (SD=.76) described as very high level; and, asks for feedback on how my actions affect other people's performance with the mean score of 4.02 (SD=.30) described as high level. This means that the school heads are playing as role model while at the same time stick to the vision and mission of the organization. The very high level of teachers' assessment of the school heads leadership practices were gauged by indicators model the way, inspire a shared vision, challenge the process, enable to act and encouraging the heart.

20. LEVEL OF WORK COMMITMENT OF ELEMENTARY SCHOOL HEADS

Presented is the level of leadership practice of elementary school heads with the mean score ranging from 4.16 to 4.27 with an overall mean score of 4.22 or very high level. The standard deviations' computation below 1.0 means there is consistency of responses. Shown are the indicators of the level of work commitment of elementary school heads arranged from highest to lowest mean scores with the three highest items disclosed per indicator. The indicator affective commitment has a mean score of 4.27 (SD=.63) described as very high level. The three items with the highest mean scores are presented as follows: feel a strong sense of belonging to this organization with the mean score of 4.34 (SD=.68) described as very high level; is very happy to spend the rest of life for the career in the organization with the mean score of 4.32 (SD=.65) described as very high level; feels like part of the family at this organization with the mean score of 4.32 (SD=.69) described as very high level; feels emotionally attached to this organization with the mean score of 4.27 (SD=.69) or very high level; and, really feels as if the organization's problem are own with the mean score of 4.12 (.80) described as high. This means that school heads are already attached to their career and have the sense of belongingness. The indicator continuance commitment has a mean score of 4.22 (SD=.63) described as very high

level, under which, the three items with the highest mean scores are as follows: Too much of life would be disrupted if I don't have this organization right now with the mean score of 4.31 (SD=.69) described as very high level; one of the few negative consequences of leaving this organization would be scarcity of available alternative with the mean score of 4.24 (SD=.66) or very high level; right now, staying with this organization is a matter of necessity as much as desire with the mean score of 4.23 (SD=.72) described as very high level; hard to leave this organization now even if wanted with the mean score of 4.20 (SD=.73); and, feels that have too few options to consider leaving this organization with the mean score of 4.14 (SD=.74) described as high level. This means that the school heads have least options if they decide to leave the organization. The indicator normative commitment has a mean score of 4.17 (SD=.64) described as high level, wherein the three items with the highest mean scores are as follows: Would not leaves this organization right now because of having sense of obligation to the people in it with the mean score of 4.25 (SD=.76) or very high level; feels any obligation to remain the current employee with the mean score of 4.22 (SD=.63) described as very high level; and, this organization deserves loyalty with the mean score of 4.22 (SD=.71) or very high level; feels guilty if to left this organization with the mean score of 4.09 (SD=.75) or high level; and, even if it were to be advantaged; it would not be right to leave this organization now with the mean score of 4.07 (SD=.77) described as high. This means that the school heads are committed to the organization. The teachers' assessment of the very high level of work commitment of the school heads disclosed the latters' dedication towards their job, particularly in the area of affective and continuance commitment. However, the high assessment on normative commitment indicated that the school head has still room for improvement in the said commitment.

21. LEVEL OF TEACHERS' MORALE IN DAVAO REGION

As gleaned level of teachers' morale with the mean score ranging from 3.91 to 4.34 with an overall mean score of 4.20 or very high level. The standard deviations are all less than 1.0 showing consistency of responses. The mean scores of the indicators of teachers' morale in Davao Region are arranged from highest. The indicator teacher status (Table 3.7) has a mean score of 4.34 (SD=.58) described as very high level, in which, the three items with the highest mean scores are presented as follows: Makes teachers feel as though they are a real part of the community with the mean score of 4.40 (SD=.68) described as high level; helps realize that teaching position gives social status in the community that I desire with the mean score of 4.39 (SD=.63) or very high level; enables me to enjoy teaching many of the material and cultural things with the mean score of 4.31 (SD=.65) or

very high level; makes teachers clearly understand the policies governing salary increases with the mean score of 4.31 (SD=.66) described as very high level; and, helps out to appreciate that the teaching job enables to provide a satisfactory standard of living for my family with the mean score of 4.31 (SD=.66) described as very high level. This means that the teachers are immersing themselves with the community where the school is located. In terms of the indicator satisfaction with teaching, the mean score was 4.33 (SD=.65) described as very high level and the three items with the highest mean scores are disclosed as follows: Feels that I am an important part of a school system with the mean score of 4.40 (SD=..66) declared as very high level; feels successful and competent in present position with the mean score of 4.35 (SD=.65) or very high level; and, gives me a great deal of personal satisfaction in teaching with the mean score of 4.33 (SD=.65) or very high level. In terms of the indicator rapport among teachers, the mean score is 4.32 (SD=.59) described as very high level. The three items with the highest mean scores are presented as follows: Encourages teachers to achieve common, personal, and professional objectives with the mean score of 4.37 (SD=.66) described as very high level; appreciates our work with the mean score of 4.36 (SD=.70) or very high level; and, possesses professional ethics with the mean score of 4.33 (SD=.69) described as very high level. This means that the teachers with good working morale build rapport with other teachers by encouraging fellow teachers, show genuine appreciation and practices good ethics. In terms of teacher rapport with principal, the mean score is 4.29 (SD=.58) each described as very high level wherein the three items with the highest mean scores are as follows: Makes effective use of the individual teacher's capacity and talent with the mean score of 4.36 (SD=.66) described as very high level; appreciates and recommends the works of individual faculty members with the mean score of 4.35 (SD=.67) described as very high level; and, promotes a sense of belongingness among the teachers in our school with the mean score of 4.31 (SD=.67) or very high level. This means that the teachers consider the principal as their superior and appreciates the principals' leadership. In terms of community support of education, the mean score is 4.28 described as very high level in which, the three items with the highest mean scores are presented as follows: Leads to make most of the people in this community understand and appreciate good education with the mean score of 4.32 (SD=.67) described as very high level; persuades the community to willingly support a good program of education with the mean score of 4.32 (SD=.66) described as very high level; and, mobilizes community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff with the mean score of 4.31 (SD=.68) described as very high level. This means that the teachers are influencing the community to embrace education as an agent of change. In terms of curriculum issues, the mean score is 4.27 (SD=.60) described as very high level

wherein the three items with the highest mean score are as follows; Assume the purpose and objectives of the school cannot be achieved by the present curriculum with the mean score of 4.31 (SD=.65) described as very high level; considers school curriculum does a good job of preparing students to become enlightened and competent citizens with the mean score of 4.30 (SD=.65) described as very high level; and, plans a well-balanced curriculum with the mean score of 3.28 (SD=.69) or very high level. This means that the teachers consider the curriculum as the map of children's education. The indicator teacher salary has the mean score of 4.25 (SD=.60) described as very high level, in which, the three items with the highest mean scores are as follows: Understands the policies governing salary increases with the mean score of 4.31 (SD=.70) described as very high level; helps us believed to be satisfied with the policies under which pay raises are granted with the mean score of 4.27 (SD=.67) described as very high level; and, administered with fairness and justice in terms of benefits with the mean score of 4.25 (SD=.67) or very high level. This means that the teachers are satisfied with the salary they are receiving now. In terms of the indicator school facilities and services, the mean score is 4.06 (SD=.69) described as high level wherein the three items with the highest mean scores are as follows: Makes procedures for obtaining materials and services are well defined and efficient with the mean score of 4.18 (SD=.66) described as high level; provides with adequate classroom supplies and equipment with the mean score of 4.10 (SD=.76) described as high level; and, facilitates in acquiring enough resources which are adequate for the grade or subject areas with the mean score of 4.06 (SD=.76) described as high level. This means that the teachers expressed average satisfaction on the school facilities and services. In terms of teacher load , the mean score is 4.04 (SD=.72) described as high level, wherein the three items with the highest mean scores are shown as follows: Expects teachers in this school to do an unreasonable amount of record keeping and clerical work with the mean score of 4.37 (SD=.62) described as very high level; keeps up professional development is too much of a burden with the mean score of 4.30 (SD=.64) described as very high level; and, restricts nonprofessional activities with the mean score of 3.95 (SD=.94) described as high level. The teachers see their work load as a hindrance to their professional growth. In terms of the indicator community pressures, the mean score is 3.91 (SD=.85) described as high level, in which, the three items with the highest mean score are presented as follows: Prevents community pressures from doing best as a teacher with the mean score of 4.03 (SD=.90) described as high level; expects the teachers to participate in too many social activities in the community with the mean score of 4.00 (SD=.93) described as high level; and, restricts teachers nonprofessional activities in the community with the mean score of 3.92 (SD=.92) described as high level. This means that the teachers felt the pressure slightly high but tolerable. Data showed that

the teachers' morale are very high in most indicators, particularly teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, curriculum issues, teacher status and community support of education; except teacher load, school facilities and services, and community pressures.

22. LEVEL OF LEADERSHIP PRACTICE OF ELEMENTARY SCHOOL HEADS

The very high level of leadership disclosed by the elementary school heads can be attributed to their years of experiences as well as the trainings and seminars they have attended. How the teachers were influenced and affected by the type of leadership the school heads showed reflects on the unusual very high level of evaluation of the teachers as respondents of the study. Indeed leadership is evident if the subordinates are inspired and motivated to do what they do, which obviously acknowledge by the teachers. Alstad-Davies (2014[1]) emphasized that the teachrs show respect and appreciation of the principal that demonstrate a good image and worth emulating. Presence of mind as well as setting the good example always adhering to the principle of walking the talk is the true mark of a professional leader conveying with sincerity his true color, identity, honest and hold strong morals. Another indicator with very high assessment from the respondents namely, inspire a shared vision showed how the school heads subtly convince the teachers, staff, parents and students in the school to support his plans and vision for the school. The idea of Kelly (2012) confirmed that the principal shares his vision to the stake holders; thus, pointed out that a principal is the leader of the school handling the responsibility for everything that goes on in the school. They need to convey their right attitude and vision loud and clear. Thus, for the stakeholders and students to learn about the principals' own vision statement, it should be posted in strategic areas inside the school campus, consistently enforcing their own educational philosophy into the school setting. Challenging the process is also one of the indicators of the leadership practice of school heads assessed as very high in level by the teachers of Region 11. This means that the school heads are putting up challenge to the stakeholders and even challenge the system if it's making more damage than good. Porter et al. (2008[66]) emphasized that as good leaders, principals should learn how to make the employees (teachers and staff) feel empowered. Many teachers feel weak to implement or practice the ethos of the school even if they appear to be in-charge of the classroom. Listening to the suggestions of the teachers for school improvement is not a weakness but a sign of good leadership on the part of the principal. Principals should pinpoint the entire unaccomplished task and encourage the teachers to do it within the timeframe without provoking the latter to anger but encourages them to do their job enthusiastically. A challenge is different from reprimand and the art of

challenging teachers must be one of the traits of the principal. The teacher assessed very highly as well the indicator enable other to act, which is actually the trait of school head to motivate the stakeholders to do the necessary things to do. This means that the respondents see the principal as the school head to be a good motivator. Porter and Murphy (2008[67]) revealed that principals have difficult jobs. As the face and head of the school, they are responsible for the education that each student under their care receives. They set the tone of the school. Principals who can motivate others to do their job without fear and laziness but with gusto and enthusiasm are the kind of principals needed in schools. The efficient way of doing it is to compliment first the teachers and mentioned their accomplishments and good works before telling them to accomplish something relevant and important. Nearly every educational framework policy depends on strong community involvement, thus, community engagement is a core element of its leadership development agenda. Because the lack of resources is one of the leading catalysts for teacher attrition, principals need to be powerful advocates to their school's stakeholders in order to gain greater access to necessary resources. Increasingly, schools understand that there is a direct connection between community and parent involvement and improved academic performance (Sheninger, 2011[79]). The last indicator of leadership practice of school heads which is encouraging the heart has a very high in level indicating that the school heads of Davao Region or Region 11 are leaders who are good encourager and have exhibited the positive behaviors implying a strong conviction for the researcher. The results of this research fully support these convictions of the principal's importance. Principals have a huge influence on the professional lives of their teachers; their actions can improve negative environments or destroy positive ones. This is supported by Hackman and Johnson (2000[33]) who stated that with many earlier studies performed to evaluate the specific traits, but with more advanced statistical analyses, recent researchers have shown that certain traits or attributes appear to be present in many effective leaders. Encouraging the teachers is thanking them first for their contribution and promise them rewards before encouraging them to perform more as educators. The overall findings of the study generally support Transformational leadership theory developed by Burns (1978[9]). It is the most current leadership theory that has the most abundant substance and significance in the current literature. It is about getting everyone involved in decision-making. The overriding element of successful leadership is to involve people in the process of leading. An effective leader is the one that gather ideas from his subordinates and wisely utilizes those for the advancement of the organization. Moreover, transformational leadership focuses on the charismatic and affective elements of leadership, and it is concerned with values, ethics, emotions, standards, and long-term goals (Bal & de Jong, 2007[3]).

23. LEVEL OF WORK COMMITMENT OF ELEMENTARY SCHOOL HEADS

Teachers findings revealed very highly, work commitment of elementary school heads indicating that they are very highly impressed with the kind of commitment the school heads displayed in the workplace. The indicators affective commitment and countenance commitment are assessed by the respondents in very high level while they assessed highly the normative commitment. This means that the principal appointed in the elementary schools are competent leaders, particularly showing their capabilities in their work commitment. Bartlett (2007[6]) contended that beyond the school borders, school leaders can attach and acclimatize schools to changing external environments. And at the school-systems interface, school leadership provides a viaduct between interior school development processes and outwardly initiated improvement. Affective commitment was very highly regarded by the teachers simply because they are directly affected by the kind of dedication their school heads displayed in the workplace. This is strongly supported by Williams (2007[94]) who stated that high levels of affective commitment in employees will not only affect continuance commitment, but also encourages the employee to try bring others into the talent pool of the organization. An employee with high levels of affective commitment acts as a brand ambassador of the organization. Allowing teachers some kind of autonomy in decision making, and holding them responsible for their actions, could potentially enhance perceptions of self-determination. Having transparent discussions about the responsibilities, flexibilities and time commitment may help teachers make a difference in their teaching outcomes. Also, the teachers showed very highly assessed continuance commitment of the elementary school heads indicating that the principals are committed to the organization and not necessarily to the school he's working with; thus, the principles and policies of the organization is upheld, balanced by its positive effect to the workplace. This means that the schools heads are committed to the organization by implementing the policies and advocacies of the organization but instinctively see to it that the school they are serving would benefit as well. Vandenberghe, et al. (2011[90]) mentioned that continuance commitment is also driven to a great extent by organizational culture, and when an employee finds an organization to be positive and supportive, he/she will have a higher degree of continuance commitment. Important organizational factors like employee loyalty and employee retention are components of continuance commitment. In terms of the indicator normative commitment, the teachers assessed if high level showing that one step lower from the rest of the indicators. This shows that the commitment of the Principal to the educational system of the Philippines is still high. This means that the teachers have a little bit of reservation as the normative commitment of the principals

considering that normative commitments needs deep conviction on the part of the person concerned. Nieuwoudt (2014[62]) stressed that normative commitment builds upon duties and values, and the degree to which an employee stays in an organization out of a sense of obligation. Normative commitment comes from a sense of moral duty and the value system of an individual. It can be a result of affective commitment, or an outcome of socialization within the workplace and commitment to co-workers. Applying the dynamics of the affective, continuance and normative models of commitment can help school heads develop greater positive and more effective organizations. This will allow teachers to feel and increased commitment to the team and organization. Feel more positive and experience sustaining job satisfaction. It is important that a principal does her/his best to grow affective commitment and reduce a reliance on continuance and normative commitment so that everyone would feel passionate in performing their roles. Employees with only possessing continuance and normative commitment may feel bored and unmotivated, and no leader wants a teacher, or even lowers the morale of the group.

24. LEVEL OF TEACHERS' MORALE IN DAVAO REGION

The level of teachers' morale in Davao Region as assessed by the elementary teachers is very high. They have assessed very highly their morale in the area of teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, curriculum issues, teacher status and community support of education. However, they highly assessed their teaching load, school facilities and services and community pressures. This means that the teachers see themselves as individuals morally boosted in their workplace. In terms of the teachers' rapport with principal, teachers declared the principal to be of good relationship with them as indicated by their very high assessment. Egley and Jones (2005[23]) pointed out that it is important for principals to make their teachers feel they are supported in order to keep quality teachers in the profession and maintain morale in the demanding field of education. In order to accomplish this, the principal must establish a working relationship with the teachers; a rapport based on superior-subordinate aspect but each considers each other a partner in the job. Satisfaction with teaching is one factor that could boot the teachers' morale, which in this study was assessed very high in level by the respondents. This means that the teachers are highly satisfied with the job they have as educators and one of the reasons why they have very high morale. This is affirmed by Evans (2006[25]) who pointed out that morale essentially related to the individual and was an individual phenomenon. The degree to which organizational dimensions correlated with the morale and job satisfaction of the teachers depended on the personal attitudes and dimensions of the

teachers. Many of the environmental aspects that related to job satisfaction were not necessarily the same for all subgroups of teachers. In terms of the indicator rapport among teachers, the respondents assessed this indicator with very high level indicating that building closer ties with their fellow teachers boost their morale. Haydin (2007[38]) revealed that teachers have assumed roles as mentors of new teachers' and as resources for colleagues on curriculum, instruction, and professional learning. They have become collaborators in school-wide and peer leadership as part of teams and in professional learning communities, as well as leaders of their profession through unions, state and national professional networks, and by providing thought leadership in articles and in sharing information and commentary through social media. Collaborating with their fellow teachers and strengthening their professional relationships sparks enthusiasm in teaching. Work commitment has been defined as the relation significance sandwiched between work and one's self. It affects all organizations at some level and enables organization to assess issues like income during times of unreliable economic constancy and seen as life form construct of a person's devotion to work ethic, promise to a career/profession, job participation, and organizational commitment (Tella, Ayeni & Popoola, 2007[85]); this is true among the teachers. In terms of curriculum issues, the Region 11 elementary teachers' assessment indicated very high level. This means that the formulation and arrangement of the curriculum is satisfying to the teachers as evident by their very high level of assessment. The advent of K-12 paved the way for the curriculum of the primary and secondary schools to be overhauled and changed for a better teaching quality. Elmore (2008[24]) declared that the leaders' roles have become more complex as they work to improve teaching and learning for an increasingly diverse student body, skillfully facilitate adult learning, and negotiate the pressing political context in the national level; there is sometimes the necessity to change the curriculum to cope up with the trend of education. Teacher status showed very highly assessed; that they are satisfied with their status as one of the contributing factors to their morale. This implies that they learn to love their job and are satisfied with their status as educators, as emphasized by Lunenburg and Ornstein (2006[57]) that a major factor in influencing the levels of morale among teachers is that of professional orientation. Relative perspective of the teacher influences the respective levels of morale as well as the realistic expectations that are held. The indicator community support of education was also very highly assessed by the teachers indicating that the support they receive from the community is satisfying on their part. This means that the community approved their role as educators and is willing to entrust their children to learn from these teachers. Thomas, (2007[87]) elucidated that teachers' morale is the quality of lives within a community that involved being known and appreciated, having professional knowledge valued, and

being given the freedom to act. In terms of the indicator teaching load, the respondents of the study gauged it high level showing some reservations on their assessment indicating that their morale is slightly affected. This means that teaching load is manageable but a bit heavier compared to other contributing factors. Waters, Marzano and McNulty (2008[60]) pointed out that even the most skilled teachers find it increasingly difficult to maintain standards and give off their best. One of the reasons is heavy workloads. Too much work is hazardous to health and could lead to burn out if left unattended. The indicator school facilities and services was assessed by the respondents high in level indicating a bit of weariness but still manageable considering the high assessment level yet one step lower compared to other indicators as contributing factor. Graves (2007[32]) accentuated the quality of school location can affect the ability of teachers to teach, teacher morale, and the very health and safety of teachers. Despite the importance of the condition of school buildings, serious deficiencies have been well documented, particularly in large, urban school districts; one should expect problems with school facilities to worsen. Lastly, the indicator community pressures assessed as high level by the elementary teachers of Region 11 indicating that they are slightly affected by the said pressure. This means that the community can affect the morale of the teachers as educators. Lumsden (2006[56]) examined how teachers felt and attempted to pinpoint those areas of the teaching environment that deterred from promoting a higher level of morale. He found that teachers said they felt unappreciated, overworked, and not respected as professionals.

25. CORRELATION BETWEEN LEADERSHIP PRACTICE AND TEACHERS' MORALE

The result showed that leadership practice of principals is significantly related to the teachers' morale indicating correlation between the two variables involved. This means that there is significant relationship between leadership practice of elementary school heads and teachers' morale. Principals are no longer just simply managed a school and the teaching of the school. It is now vital that the school principal effectively leads the school and inspire the teachers to boost their morale (Rowland, 2008[73]).In the same context, Tye and O'Brien (2002[89]) pointed out that it is important for principals to make their teachers feel they are supported in order to keep quality teachers in the profession and maintain morale in the demanding field of education.

26. CORRELATION BETWEEN WORK COMMITMENT AND TEACHERS' MORALE

The correlation result between work commitment and teachers' morale disclosed significant relationship. This

means that there is significant relationship between work commitment of elementary school heads and teachers' morale. Tye and O'Brien (2002[89]) emphasized that the teachers who can see that their school heads lack commitment in fulfilling their duties may experience low morale level and may even leave the profession. However, Rowland (2008[73]) stated that it is important for principals to show commitment in their role as the head of the school in order to keep quality teachers in the profession and maintain morale in the demanding field of education.

27. MULTIPLE REGRESSION ANALYSIS OF THE INFLUENCE OF LEADERSHIP PRACTICE AND WORK COMMITMENT ON TEACHER'S MORALE

The combination of leadership practice and work commitment significantly influenced teachers' morale indicating that the positive leadership practice and work commitment of school heads is highly influencing the morale of the teachers. Furthermore, the leadership practice significantly influenced teachers' moral and in the same manner work commitment of the school heads is significantly influencing teachers' morale. As accentuated by Rhodes, Nevill, and Allan (2004[72]), principals have the power to influence the teacher morale in their school by the actions or daily practices they exhibit. Rowland (2008[73]) mentioned that in addition to the many roles of the position, principals also understand that they have a tremendous influence on the morale of the teachers.

The result of the study supports the trait theory of leadership developed by Taylor (1994[84]). The theory believed that leaders were born with certain traits that made them naturally effective. One of those traits is the ability to boost the morale of their subordinates that would serve as the latter's motivation to perform enthusiastically in performing their duty. It also proved the veracity of Role Theory developed by Bidwell (1957[8]). He suggested that principals through modeling work commitment and meet the expectations of teachers for their role in the school can positively affect the morale of that teacher. As confirmed by the correlation of the independent variables leadership practice and work commitment of principals and the teachers' morale as well as the significance of the combined influence of the Principals' leadership practice and work commitment towards teachers' morale, the theories mentioned above are relevant and applicable.

28. CONCLUSION

Based on the findings of the study, the researcher concluded that the level of the leadership practice of the school heads is very high; the level of the work commitment of the school heads is very high as well; and, the level of teachers' morale is also very high. There is

significant relationship between leadership practice of school heads and teachers' morale; there is a significant relationship between working commitment of school heads and teachers' morale. The conclusions confirmed the proposal of Rhodes, Nevill, and Allan (2004[72]) emphasizing that principals have the power to influence the teacher morale in their school by the actions or daily practices they exhibit. The many roles of the position, principals must also understand they have a tremendous influence on the morale of the teachers. It agrees as well with the proposition of Egley and Jones (2005[23]) that the principal's commitment to their work affected teacher morale. A disciplined working performance and commitment entails a principal focusing on compassion and the respect for the teachers through collaboration and mutual respect.

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