

# The Combined Mediating Effects of Collaborative Practices and Internal Communication Satisfaction on the Relationship Between Relational Leadership of School Heads and Organizational Commitment in Public Elementary Schools

Cherelyn B. Abonero, Eugenio S. Guhao Jr.

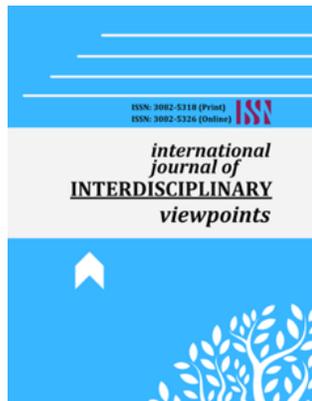
International Journal of Interdisciplinary Viewpoints

Vol. 2, No. 2, pp. 19–27, 2026

## How to Cite

Abonero, C., & Guhao, E. J. (2026). The Combined Mediating Effects of Collaborative Practices and Internal Communication Satisfaction on the Relationship Between Relational Leadership of School Heads and Organizational Commitment in Public Elementary Schools. *International Journal of Interdisciplinary Viewpoints*, 2(2), 19–27. <https://doi.org/10.64612/ijiv.v2i2.80>

## Research Article



## Open-access & Peer-reviewed

Received: 30 Nov 2025

Revised: 21 Jan 2026

Accepted: 20 Feb 2026

## ABSTRACT

Educational organizations need organizational commitment because it affects how motivated, engaged, and effective teachers are in their jobs. This research looked at how joint practices and satisfied internal communication affect the link between educational leaders' relational leadership and teachers' organizational commitment in Region XI public elementary schools in the Philippines. A path analysis-based quantitative descriptive–correlational approach was used. Utilizing adapted survey forms, data were gathered from 400 public elementary school teachers chosen through stratified random sampling. The data was analyzed with mean, Pearson Product–Moment Correlation, and linear regression. There were very high levels of collaborative practices, internal communication satisfaction, relational leadership of school heads, and dedication to the organization. Researchers found that relational leadership and collaborative practices were strongly linked, as were internal communication satisfaction and company commitment. Concerning relational leadership of school heads and organizational commitment, however, there was no clear significant relationship found. These results show that collaborative practices and happiness with internal communication are fully mediating. The results show how important it is to create joint spaces and support good internal communication to get teachers more committed to their organizations. Improving these aspects of relational leadership could lead to more engaged teachers, better school success, and better outcomes for all students in public elementary schools.

## Keywords

education, collaborative practices, communication, relational leadership, Philippines

## Affiliation

<sup>1</sup>Cabinuangan Central Elementary School, Philippines

<sup>2</sup>University of Mindanao, Philippines

Correspondence: [cherelynabonero880103@gmail.com](mailto:cherelynabonero880103@gmail.com)

## INTRODUCTION

Schools are like complex social networks, and the way leaders act has a big impact on how teachers feel, how engaged they are in their jobs, and how long they stay committed to their schools. Organizational commitment is the emotional connection that workers feel for their companies. It can be broken down into three types: affective, continuance, and normative. These types of commitment affect people's decision to stay with their companies and help them reach their goals (Meyer & Allen, 1991; Allen & Meyer, 1996). Leadership behaviors are very important in schools because they affect how happy and committed teachers are with their jobs, which is important for keeping the school running smoothly (Mathieu et al., 2016). As schools face more complex issues that need to be solved as a group and everyone taking responsibility, researchers stress the importance of leadership styles that put relationships, collaboration, and communication between school stakeholders at the top of the list (Rittel & Webber, 1973).

Relational leadership by school heads is becoming more and more important in school organizations for creating collaborative work spaces where teachers feel supported and linked to their institutions. Research has shown that leadership styles that encourage teamwork and shared participation can help teachers get along better with each other, learn more, and be happier at work (Duyar et al., 2013; Pietsch et al., 2019). By promoting shared leadership and collective duty in schools, distributed and relational leadership styles also help teachers work together, come up with new ideas, and be dedicated to their jobs (Lin, 2022; Zhao et al., 2021). Teachers are more engaged and feel like they belong in their organizations when they are part of collaborative professional communities that have reflective dialogue and collective

responsibility (Abellán & Fullan, 2022). Studies also show that confidence, collaboration, and leadership that supports teachers lead to higher levels of job satisfaction and self-efficacy (Çoban et al., 2023; Abun et al., 2022). Local school principals' leadership styles have also been linked to teachers' job happiness and professional experiences. This shows how important it is for public schools to have supportive leadership styles (Lacaza & Dioso, 202).

The larger educational setting affects how teachers work together, talk to each other, and feel committed to their jobs, in addition to the structures of leadership. More recent research shows that for schools to stay innovative and resilient, they need flexible leadership and helpful professional cultures (Timbol, 2026)." Research further stresses that teacher effectiveness and professional growth are strengthened when educators operate within supportive learning environments that foster positive psychological attributes and professional collaboration (Caballero & Morre, 2026). Communication and group involvement also help communities grow and organizations reach their goals (Cofino et al., 2026) through educational programs that focus on building skills, adapting to new technologies, and working together. Institutional cultures in schools often affect how teachers teach, what they learn as professionals, and how they interact with students (Cariaga et al., 2025; Bongabong & Doronio, 2025). These cultures can either support or oppose teamwork and shared learning. Teachers who work in difficult places, like remote schools, often depend on strong communication support systems and relationships with other teachers to stay committed and motivated at work (Alamansa & Sinang, 2021). These facts show how important it is for teachers to work together and have good communication systems in order to be more engaged and committed to their organizations.

Even though there is more and more writing about leadership and how teachers feel about their jobs, there are still some gaps. Separate studies have looked at how leadership affects teachers' ability to work together, come up with new ideas, be happy with their jobs, and be committed to their careers (Fan & Chu, 2025; Büyükgoze et al., 2024; Hansen, 2025). However, not a lot of real-world research has looked into how collaborative practices and satisfaction with internal communication work together to explain how relational leadership affects teachers' dedication to their organizations. Additionally, even though educational research keeps looking into leadership styles and working conditions in schools (Cariaga et al., 2025; Sison & Simpall, 2025), not many studies combine leadership, teamwork, and communication methods into a complete framework that explains why teachers are dedicated in public elementary schools.

Getting rid of this gap is important for improving school leadership and corporate cultures. This study looks at how collaborative practices and happiness with internal communication work together to help us understand more about how school heads' relational leadership affects teachers' commitment to their organizations in public elementary schools. The results of this study could help school leaders come up with plans to encourage teachers to work together, improve communication within the school, and make teachers feel more connected to their jobs. Creating relational leadership and supportive school environments can lead to long-term educational growth and higher institutional effectiveness. This is especially true in situations where working together, talking to each other, and sharing responsibility are important for reaching educational goals (Cariaga et al., 2025; Ventura & Cubero, 2025; Cariaga et al., 2021).

## **MATERIALS AND METHODS**

### **Design**

This study employed a descriptive–correlational quantitative research design to examine the relationships among school heads' relational leadership, collaborative practices, internal communication satisfaction, and teachers' organizational commitment in public elementary schools in Region XI. The design was non-experimental in nature, as the variables were observed as they naturally occurred without manipulation or experimental control. A descriptive-correlational approach is appropriate when the objective is to determine the magnitude and direction of relationships among variables using statistical procedures. To further investigate the mechanism underlying these relationships, the study utilized path analysis to test both direct and indirect effects among the variables. Specifically, collaborative practices and internal communication satisfaction were examined as mediating variables in the relationship between relational leadership and organizational commitment. Path analysis, an extension of multiple regression, enabled the estimation of the hypothesized mediation model using observed variables and provided a structured approach to testing complex relational pathways.

### **Research Locale and Participants**

The study was conducted in Region XI (Davao Region), Philippines, under the jurisdiction of the Department of Education (DepEd Region XI). The region comprises eleven school divisions and represents a diverse educational context, making it suitable for examining leadership practices and organizational dynamics across varied school environments. The target population consisted of 25,969 public elementary school teachers employed across the eleven divisions of the region. From this population, a sample of 400 teachers was selected. The sample size was determined using the Raosoft Sample Size Calculator to ensure adequate statistical power and representativeness for correlational and mediation analyses. Stratified random sampling was employed to ensure proportional representation from each school division. This technique minimized sampling bias and ensured that all divisions were adequately represented in the study. The distribution of respondents across divisions reflected proportional allocation, thereby strengthening the generalizability of the findings within the region.

### **Inclusion and Exclusion Criteria**

The inclusion criteria required participants to be public elementary school teachers in Region XI with at least five years of teaching experience and willingness to participate voluntarily in the study. Teachers with substantial professional experience were selected to ensure that respondents had sufficient exposure to school leadership practices and organizational processes. Excluded from the study were parents, students, school heads, DepEd officials, and teachers with fewer than five years of service. Participation was entirely voluntary, and respondents were informed of their right to withdraw from the study at any time without penalty or obligation to provide justification.

### **Research Instruments**

Four standardized instruments were adapted and utilized to measure the study variables. The Relational Leadership Questionnaire, adapted from Carifio et al. (2002), measured inclusive, empowering, caring, and ethical leadership dimensions. The Collaborative Practices Scale, adapted from Way, Jones, and Busing (2000), assessed aspects such as shared mission, team leadership, communication, autonomy, and coordination. Internal communication satisfaction was measured using an instrument adapted from Tkalac Verčić and Šinčić Čorić (2021), covering satisfaction with feedback, communication with superiors, horizontal communication, informal communication, communication climate, and organizational information. Organizational commitment was measured using the Organizational Commitment Questionnaire originally developed by Mowday et al. (1979) and Allen and Meyer (1990), with modifications by Cook and Wall (1980), capturing affective, continuance, and normative commitment. All instruments utilized a five-point Likert scale ranging from 1 (Very Low) to 5 (Very High). The Likert scaling method allowed for quantification of attitudes and perceptions, enabling statistical analysis through mean computation, correlation, and path modeling.

### Validity and Reliability

Content validity was established through expert review. The initial draft of the questionnaire was evaluated by the research adviser and subject-matter experts in educational leadership and research methodology. Revisions were made based on their recommendations to ensure clarity, relevance, and alignment with the study objectives. Pilot testing was subsequently conducted to determine internal consistency reliability. The instruments demonstrated excellent reliability, with Cronbach's alpha coefficients of .978, .980, .964, and .970. These values exceed the .90 threshold, indicating excellent internal consistency and suggesting that the instruments reliably measured the intended constructs.

### Scoring and Interpretation

Responses were analyzed using mean and standard deviation. The interpretation of mean scores followed a five-level descriptive scale: 4.20–5.00 (Very High), 3.40–4.19 (High), 2.60–3.39 (Moderate), 1.80–2.59 (Low), and 1.00–1.79 (Very Low). This classification allowed consistent interpretation across all independent, mediating, and dependent variables in the study.

### Data Collection Procedure

The data collection process commenced with the finalization of survey instruments between October and November 2024. Ethical clearance was obtained from the University of Mindanao Ethics Review Committee (UMERC Protocol No. UMER-2025-035) in January 2025. Upon approval, a formal endorsement letter was forwarded to the DepEd Regional Director and subsequently to the superintendents of the eleven school divisions. After obtaining institutional approval, the questionnaires were distributed from March to April 2025. Completed questionnaires were retrieved, encoded, organized, and tabulated using Microsoft Excel.

### Data Analysis

Descriptive statistics, including mean and standard deviation, were used to determine the levels of relational leadership, collaborative practices, internal communication satisfaction, and organizational commitment. Pearson product-moment correlation analysis was conducted to examine the relationships among variables. To test the mediating effects of collaborative practices and internal communication satisfaction, path analysis was employed. This technique allowed estimation of total, direct, and indirect effects, thereby clarifying whether mediation was partial or complete. Statistical significance was set at  $p < .05$ .

### Ethical Considerations

The study strictly adhered to established ethical research standards. Approval was secured from the University of Mindanao Ethics Review Committee under Protocol No. UMER-2025-035. Participation was voluntary, and informed consent was obtained from all respondents prior to data collection. Confidentiality and anonymity were maintained, and no personally identifiable information was collected. The study complied with the Data Privacy Act of 2012 (Republic Act No. 10173), ensuring secure storage and responsible handling of research data. Academic integrity was upheld through adherence to APA 7th edition citation standards and the use of plagiarism detection tools.

## RESULTS AND DISCUSSION

This section presents data and analyses based on participants' responses regarding school heads' relational leadership, organizational commitment, collaborative practices, and satisfaction with internal communication. The presentation order is as follows: relational leadership, organizational commitment, collaborative practices, and internal communication satisfaction. It then explores significant relationships: between relational leadership and collaborative practices; between collaborative practices and organizational commitment; between relational leadership and internal communication satisfaction; and between internal communication satisfaction and organizational commitment. Finally, it discusses the relationship between relational leadership and organizational commitment, including the mediating effects of collaborative practices and internal communication satisfaction.

### Level of Relational Leadership of School Heads

The data presented in Table 1 reveal the overall level of relational leadership in public elementary schools. The findings were very high, with an overall mean of 4.57 and a standard deviation of 0.361. This means that relational leadership of school heads is always observed or manifested. Specifically, the mean ratings for the indicators of relational leadership of school heads are as follows: empowering leadership had the highest mean (4.60), followed by ethical and inclusive (4.56).

Table 1. Level of Relational Leadership of School Heads

Indicators	SD	Mean	Descriptive Equivalent
Inclusive	0.450	4.56	Very High
Empowering	0.431	4.60	Very High
Caring	0.439	4.57	Very High
Ethical	0.432	4.56	Very High
Overall	0.361	4.57	Very High

The very high answer rate from public school teachers as a whole shows that all areas of relational leadership were seen as very high by school heads as well. To be a good school leader, you need to create an environment where teachers feel empowered by recognizing and appreciating their many skills and abilities. When school leaders recognize teachers' skills and encourage them to be involved in making decisions, they create a supportive environment that encourages teachers to work together, trust each other, and be professionally involved in the school community. These kinds of leadership strategies make teachers more willing to work together to reach educational goals and increase their sense of group responsibility. In this situation, relationship leadership is very important for creating a working environment where people work together, which helps teachers grow and the school run smoothly. Studies that stress how important collaborative leadership and professional learning practices are in schools agree with these results. Leaders who encourage teachers to work together, share responsibility, and talk about their jobs professionally have been shown to improve teacher involvement and overall professional practices (Abellán & Fullan, 2022). Also, studies show that leadership styles that urge teachers to work together and be involved lead to better professional relationships and better attitudes at work in schools (Duyar et al., 2013). Moreover, leadership practices that foster trust and professional collaboration among teachers have been found to positively affect teachers' self-efficacy and overall work attitudes, eventually supporting stronger commitment within the organization (Çoban et al., 2023).

### Level of Collaborative Practices

Table 2 presents the level of collaborative practices in public elementary schools. The findings demonstrated very high levels of collaborative practices, with an overall mean of 4.54 and a standard deviation of 0.430. This means that collaborative practices are always observed or manifested.

Table 2. Level of Collaborative Practices

Variable	SD	Mean	Descriptive Equivalent
Collaborative Practices	0.430	4.54	Very High

If a school head really wants to lead with a heart for service, they need to create a safe and supportive work setting that puts teachers' health and professional growth first. To be a good leader, you need to make sure that teachers feel supported both professionally and socially. You can do this by encouraging teamwork and improving relationships between staff members. When school leaders encourage teachers to work together and do activities together, they help break down professional silos and build trust among teachers. This feeling of being connected motivates teachers to work together toward shared goals, which makes them more dedicated to the school's purpose. Leaders build a strong professional community through these interactions where people help each other, work together, and share responsibility. This encourages long-term staff engagement and the success of the organization. These results are in line with other research that shows how important it is for schools to have creative cultures and leaders who are there to help students. Leadership styles that stress working together and learning as a group help teachers get along better with each other and be more involved in making schools better (Abellán & Fullan, 2022). Also, studies show that leadership styles that urge teachers to work together and talk to each other professionally lead to better work attitudes and stronger professional communities in schools (Duyar et al., 2013). Also, leaders who are helpful and encourage trust, cooperation, and professional collaboration among teachers have been shown to boost teachers' confidence in their own abilities and make them more involved in the organization (Çoban et al., 2023).

#### Level of Internal Communication Satisfaction

The data presented in Table 3 highlighted the level of internal communication satisfaction. In public elementary schools, revealing a consistently very high rating, with an overall mean score of 4.42 and a standard deviation of 0.423. This means that collaborative practices are always observed or manifested.

Table 3. Level of Internal Communication Satisfaction

Variable	SD	Mean	Descriptive Equivalent
Internal Communication Satisfaction	0.423	4.42	Very High

To make sure that the school works well and works well together, the head must always follow the rules for good administration and encourage open and honest communication within the school. Leadership based on professionalism, accountability, and moral governance helps make the workplace a place where teachers feel supported and respected as employees. Teachers are more likely to feel connected to the school's goals and purpose when leaders keep lines of communication open and easy to use. Open communication between managers and teachers also helps leaders understand problems in the workplace and act quickly to address new issues. School leaders can strengthen the organization's character and keep teachers involved in school projects by communicating regularly and making sure everyone understands what's going on. These results are in line with other study that shows how leadership and communication affect teachers' work experiences in schools. Effective leadership practices that encourage teachers to talk to each other and work together lead to better professional relationships and better moods at work (Duyar et al., 2013). Similarly, leadership that encourages teachers to talk to each other and work together makes their jobs more satisfying and increases their commitment to the group (Pietsch et al., 2019). Studies also show that leadership styles that are supportive and encourage trust, teamwork, and professional engagement can help teachers feel better about their own abilities and their jobs, which leads to a stronger connection to their organizations (Çoban et al., 2023; Abun et al., 2022).

#### Level of Organizational Commitment

Shown in Table 4 is the level of organizational commitment of teachers in public elementary schools. The findings demonstrated a very high level of organizational commitment with an overall mean of 4.39 and a standard deviation of 0.454.

Table 4. Level of Organizational Commitment

Indicators	SD	Mean	Descriptive Equivalent
Affective Commitment	0.546	4.39	Very High
Continuance Commitment	0.525	4.41	Very High
Normative Commitment	0.444	4.38	Very High
Overall	0.454	4.39	Very High

One way for a school head to run a successful institution is to create an atmosphere where teachers feel emotionally connected to the school and its mission. Teachers are more likely to feel like they fit in the school community if they feel valued, respected, and involved in the organization's goals. The link between the two makes teachers more likely to stay in their jobs, especially when they have supportive guidance and good professional relationships that help them work together. In these kinds of settings, teachers are more likely to see their jobs not only as professional duties but also as important contributions to a larger educational goal. The results support the three-part model of organizational commitment, which says that people stay with their companies because they care about them emotionally (affective commitment), because they think it will cost them money to leave (continuance commitment), and because they feel like they have a moral obligation to stay (normative commitment) (Meyer & Allen, 1991; Allen & Meyer, 1996). In schools, leadership styles that encourage helpful relationships and a collaborative work environment are very important for teachers' dedication and job happiness (Pietsch et al., 2019). Researchers have also found that good leadership and a positive work environment are important for keeping teachers engaged with the company and improving their professional attitudes (Mathieu et al., 2016). Teachers are more likely to stay with their schools if they have helpful leaders and work together with others. This helps the schools stay stable and effective over time.

#### Significance of the Relationship between Levels of Relational Leadership of School Heads and Collaborative Practices

Table 5 presents the results of correlations between school head relational leadership and collaborative practices. The overall r-value for the aforesaid measures is 0.599, with a p-value less than 0.05; hence, significant, thereby rejecting the null hypothesis of no significant relationship. The measures show moderate positive correlations with collaborative practices, all significant at the 0.05 level ( $p = 0.000$ ). Among these dimensions, Inclusive leadership exhibited the highest correlation, suggesting that when school heads practice inclusiveness, collaboration among school members is notably enhanced. Empowering leadership closely follows, implying that enabling staff to feel confident and autonomous also strongly supports collaboration. Even Caring and Ethical leadership, though showing slightly lower correlation values, still indicates meaningful positive relationships, underscoring the importance of compassion and integrity in fostering a collaborative environment.

Table 5. Significance of the Relationship between Relational Leadership and Collaborative Practices

Relational Leadership	Collaborative Practices (r)	p-value
Inclusive	.530*	0.000
Empowering	.528*	0.000
Caring	.462*	0.000
Ethical	.455*	0.000

Relational Leadership	Collaborative Practices (r)	p-value
Overall	.599*	0.000

*Significant at 0.05 level.*

There is a strong positive link between how school leaders act and how engaged teachers are in working together. Leadership styles that are supportive and welcoming push teachers to work together as a team and make decisions together in their schools. When school leaders encourage trust, openness, and shared responsibility, teachers are more likely to work together in ways that improve both their professional development and the success of their lessons. These kinds of leadership environments give teachers the freedom to share their knowledge, which fosters an environment where working together and helping each other become key to efforts to make the school better. Studies that look at how leadership affects teacher collaboration and professional involvement back up these results. According to research, spread leadership makes it easier for teachers to work together and come up with new ideas. This is especially true when teachers are given the chance to be independent and share leadership roles (Lin, 2022; Zhao et al., 2021). Also, leadership styles that inspire teachers to work together make schools where people work better together and have better attitudes about their jobs (Duyar et al., 2013). According to Çoban et al. (2023), leadership that encourages trust and helpful behavior among teachers can also improve their ability to work together professionally and get them more involved in school projects. By using these types of joint leadership, schools can make it possible for teachers to work together to solve problems and make things better for students.

#### **Significance of the Relationship between Levels of Collaborative Practices and Organizational Commitment**

Presented in Table 6 are the results of correlations between collaborative practices and organizational commitment. The overall r-value for the aforesaid measures is 0.460, with a p-value less than 0.05, thereby rejecting the null hypothesis of a significant relationship. demonstrate a statistically significant positive relationship between collaborative practices and all dimensions of organizational commitment among school personnel. Specifically, collaborative practices showed moderate positive correlations with Affective Commitment (.403), Continuance Commitment (.413), and Normative Commitment (.423), each significant at the 0.05 level ( $p = 0.000$ ). These results suggest that when collaborative practices are strong within an organization, employees are more likely to feel emotionally attached (affective), recognize the cost of leaving (continuance), and feel a sense of obligation (normative) to remain with the organization.

Table 6. Significance of the Relationship between Collaborative Practices and Organizational Commitment

Collaborative Practices	Affective (r)	Continuance (r)	Normative (r)	Overall (r)	p-value
Overall	.403*	.413*	.423*	.460*	0.000

*Significant at 0.05 level.*

Out of the three types of organizational commitment, normative commitment had the strongest link to joint practices. This means that teachers feel more duty, loyalty, and responsibility to their schools. A supportive workplace is very important for getting teachers to be more committed to their jobs, especially when they are actively urged to work together and share their professional practices. Teachers build better professional relationships and a stronger sense of responsibility to the school's goals when they work together on projects and help each other. Studies that show how important collaboration and leadership are for building group commitment back up these results. Research shows that leadership styles that encourage teachers to work together lead to better work attitudes and more professional involvement in schools (Duyar et al., 2013). In the same way, collaborative work environments and leadership systems that support teachers make them happier at work and more committed to their organizations (Pietsch et al., 2019). Also, practices of distributed leadership that encourage professional collaboration have been shown to boost teachers' creativity and motivation at work. This supports the idea that collaborative practices help teachers feel more connected to their schools (Lin, 2022; Zhao et al., 2025). Schools can create a professional atmosphere that encourages teachers to stay committed and help the organization succeed in the long run by encouraging collaborative cultures and leadership that backs them up.

#### **Significance of the Relationship between Levels of Relational Leadership of School Heads and Internal Communication**

Table 7 presents the results of correlations between school head relational leadership and internal communication satisfaction. The overall r-value obtained from the aforesaid measures is 0.619, with a p-value less than 0.05, indicating a significant relationship and thereby rejecting the null hypothesis of no significant relationship. Moreover, it reveals a significant positive relationship between school heads' relational leadership styles and staff satisfaction with internal communication.

Table 7. Significance of the Relationship between Relational Leadership and Internal Communication Satisfaction

Relational Leadership	Internal Communication Satisfaction (r)	p-value
Inclusive	.470*	0.000
Empowering	.455*	0.000
Caring	.547*	0.000
Ethical	.571*	0.000
Overall	.619*	0.000

*Significant at 0.05 level.*

When school leaders and teachers build strong professional ties based on trust, respect, and working together, this is called relational leadership in schools. For teachers to feel safe sharing their thoughts, experiences, and work-related worries, school leaders must value open communication, honesty, and mutual respect. These kinds of leadership practices improve communication within the company and encourage teachers to take an active role in discussions about how to make schools better and work together as a team. Studies that focus on the role of leadership in promoting good communication and teamwork in educational institutions back up these results. Leadership styles that inspire teachers to work together and talk to each other about their jobs make work relationships stronger and boost professional engagement (Duyar et al., 2013). Similarly, leadership styles that encourage shared learning, open communication, and professional dialogue in schools make teachers happier with their jobs and more committed to the group (Pietsch et al., 2019). Research also suggests that leadership environments characterized by trust, cooperation, and professional collaboration strengthen teachers' self-efficacy and work attitudes, eventually improving their engagement in school initiatives (Çoban et al., 2023). School leaders can create helpful work environments that improve communication and make it easier for teachers to work together by using relational leadership and open communication.

#### **Significance of the Relationship between Levels of Internal Communication Satisfaction and Organizational Commitment**

Shown in Table 8 are the results of correlations between internal communication and organizational commitment in public elementary schools. The overall r-value for the aforementioned measures is 0.706, with a p-value  $< 0.05$ , indicating a significant relationship and rejecting the null hypothesis of no relationship. This highlights a strong, statistically significant positive relationship between internal communication satisfaction and all dimensions of organizational commitment among school personnel. Internal communication satisfaction showed a high

correlation with Affective Commitment (.659), Continuance Commitment (.652), and Normative Commitment (.583), all with p-values of 0.000, confirming their significance.

Table 8. Significance of the Relationship between Internal Communication Satisfaction and Organizational Commitment

Internal Communication Satisfaction	Affective (r)	Continuance (r)	Normative (r)	Overall (r)	p-value
Overall	.659*	.652*	.583*	.706*	0.000

*Significant at 0.05 level.*

Communicating with each other within the school is very important for helping teachers understand the organization's goals, share professional ideas, and do their jobs better. Teachers are more likely to feel linked to the school community and take part in collaborative professional activities when communication channels are open, clear, and easy to use. Good communication also lets school leaders answer concerns, offer advice, and help everyone understand the school's goals, which makes teachers more interested in supporting the school's initiatives. These results are in line with other research that shows how important leadership, communication, and working together are for building corporate commitment. Schools with leadership styles that encourage teachers to talk to each other and work together have better work relationships and better moods at work (Duyar et al., 2013). In the same way, leadership styles that promote shared learning, teamwork, and professional dialogue have been shown to make teachers happier with their jobs and more committed to the organization (Pietsch et al., 2019). It also encourages teachers to be involved in making decisions and working to make the school better as a whole, which supports joint professional practices (Lin, 2022; Zhao et al., 2021). Leaders of schools can create supportive work environments for teachers that make them more committed to the group and help the school keep getting better by using good internal communication and teamwork.

**Significance of the Relationship between Levels of Relational Leadership of School Heads and Organizational Commitment**

Presented in Table 9 are the results of correlations between relational leadership of school heads and organizational commitment. The overall r-value for the aforesaid measures is 0.429, with a p-value less than 0.05, thereby rejecting the null hypothesis of a significant relationship. Specifically, inclusive leadership demonstrated the strongest correlations across all commitment types, particularly with affective commitment ( $r = .492, p = .000$ ) and overall organizational commitment ( $r = .442, p = .000$ ). "Empowering" leadership also showed positive but comparatively weaker relationships, with the highest correlation being with continuance commitment ( $r = .285, p = .000$ ). "Caring" and "Ethical" leadership styles were likewise positively related to all commitment dimensions, with "Caring" most strongly associated with affective commitment ( $r = .369, p = .000$ ) and "Ethical" leadership correlating notably with both affective ( $r = .374, p = .000$ ) and overall commitment ( $r = .337, p = .000$ ).

Table 9. Significance of the Relationship between Relational Leadership and Organizational Commitment

Relational Leadership	Affective (r)	Continuance (r)	Normative (r)	Overall (r)	p-value
Inclusive	.492*	.279*	.418*	.442*	0.000
Empowering	.307*	.285*	.289*	.328*	0.000
Caring	.369*	.263*	.172*	.305*	0.000
Ethical	.374*	.259*	.269*	.337*	0.000
Overall	.468*	.329*	.349*	.429*	0.000

*Significant at 0.05 level.*

By constantly showing leadership through openness, constructive dialogue, and active listening, school heads build the trust and mutual support that are needed for teams to work well together in schools. Clear communication and respectful contact are encouraged by leaders. This helps make the workplace a safe place for teachers to share ideas, deal with problems, and make decisions together. These kinds of relational leadership practices make teams work better together and encourage a culture of partnership that encourages teachers to be engaged in their jobs and take responsibility for making the school better as a whole. Research that focuses on the role of leadership in creating collaborative and communicative school settings backs up these results. Leadership styles that encourage teachers to work together and talk to each other about their jobs make work relationships better and improve attitudes at work (Duyar et al., 2013). In the same way, leadership styles that promote shared learning and professional dialogue in schools make teachers happier with their jobs and more committed to the group (Pietsch et al., 2019). As Lin (2022) and Zhao et al. (2025) say, distributed leadership practices also support collaborative professional engagement by giving teachers the power to take an active role in school governance and group problem-solving. School leaders can make schools more helpful places to work by focusing on relational leadership that values trust, communication, and teamwork. This can improve the happiness of employees communicating within the school and lead to good results for the whole organization.

**Mediating Effect: Path Analysis (Full combined mediating effects)**

The study conducted a path analysis to examine the mediating effects of collaborative practices and internal communication satisfaction on the relationship between school heads' relational leadership and organizational commitment. Table 10 presents the results of the path analysis examining the mediating effects of CP (Collaborative Practices) and ICS (Internal Communication Satisfaction) on the relationship between Relational Leadership of School Heads (RLSH) and Organizational Commitment (OC). The findings show that RLSH significantly predicts CP (standardized  $\beta = .599, p < .001$ ) and ICS (standardized  $\beta = .619, p < .001$ ), indicating that relational leadership strongly fosters caring practices and an inclusive climate. However, CP negatively and significantly predicts OC (standardized  $\beta = -0.119, p = .005$ ), suggesting that higher caring practices alone might slightly reduce organizational commitment, which may hint at complexities or unintended dynamics in caring environments. Meanwhile, ICS positively and very strongly predicts OC (standardized  $\beta = .759, p < .001$ ), highlighting the critical role of an internal communication satisfaction in enhancing organizational commitment.

Table 10. Mediating Effect: Path Analysis (Standardized Estimates)

Path	Standardized $\beta$	p-value
RLSH $\rightarrow$ CP	.599	< .001
RLSH $\rightarrow$ ICS	.619	< .001
CP $\rightarrow$ OC	-.119	.005
ICS $\rightarrow$ OC	.759	< .001
RLSH $\rightarrow$ OC (Direct)	.016	.748

First, the path analysis shows that school leaders' relational leadership has a big impact on teachers' joint practices ( $p < 0.001$ ). This means that relational leadership is a key factor in getting teachers to work together more. A value of 0.713 for the unstandardized estimate shows that more relational leadership leads to more joint practices in the school. Our research shows that teachers are more likely to work together on professional projects when school leaders show trust, respect, and good social skills with other people. Studies have shown that leadership styles that stress shared responsibility and professional teamwork make it much easier for teachers to work together and talk to each other

professionally in schools (Duyar et al., 2013; Lin, 2022). Also, methods of distributed leadership that give teachers more power and push them to make decisions together lead to better teamwork and participation in school improvement efforts (Zhao et al., 20257). Second, the path analysis shows that the social leadership of school heads has a big effect on the satisfaction of internal communication ( $p < 0.001$ ), with an unstandardized estimate of 0.724. This shows that social leadership makes a big difference in how happy teachers are with how the school communicates with itself. Teachers are more likely to share their thoughts, worries, and professional views when school leaders encourage open communication, honesty, and mutual respect. Leaders and teachers who can talk to each other well build stronger work relationships and get teachers more involved in school activities. According to research that shows leadership helps build confidence, communication, and teamwork in schools, which in turn makes teachers' jobs and attitudes at work better (Pietsch et al., 2019; Çoban et al., 2023) these results make sense. Third, the path analysis shows that teachers' organizational loyalty is strongly affected by how they work together ( $p < 0.001$ ). Teachers can work together, share their knowledge, and help each other with problems in the classroom in collaborative professional settings. Teachers build better professional relationships and a stronger sense of responsibility toward the organization's goals when they work together on projects. Previous studies have demonstrated that collaborative cultures within schools improve teachers' professional involvement and contribute to more positive work attitudes and commitment to the organization (Duyar et al., 2013; Buyukgoze et al., 2024). Fourth, the path analysis shows that school heads' social leadership doesn't directly predict teachers' commitment to the organization. Instead, it has an effect on teachers' commitment through organizational processes. Prioritizing professional relationships, collaboration, and shared participation as leadership practices might not instantly lead to commitment if they are not backed up by strong organizational mechanisms like effective communication systems and collaborative practices. Studies have shown that leadership mostly affects how teachers feel about their jobs by improving the way schools are run and how teachers work together and with each other (Wilson Heenan et al., 2023; Dutta & Sahney, 2016). Fifth, the path analysis shows that teachers' organizational loyalty is greatly affected by how satisfied they are with internal communication ( $p = 0.001$ ). The large, non-standardized estimate shows that good communication within the school is a major factor affecting how emotionally attached teachers are to their organization. Teachers feel more informed, valued, and connected to the school when they can easily access and use communication channels that are open and helpful. Effective internal communication therefore increases trust, promotes collaboration, and reinforces teachers' dedication to organizational goals (Pietsch et al., 2019; Çoban et al., 2023).

#### Total, Direct, and Indirect Effects

The results in Table 11 present the total, direct, and indirect effects of relational leadership (RLSH) on organizational commitment (OC), further clarifying the mediating relationships found in Table 10. The total effect of RLSH on OC is significant ( $b = .5382$ , 95% confidence interval (CI) [.4265, .6500]), indicating that, overall, relational leadership positively influences organizational commitment. However, the direct effect of RLSH on OC is minimal and not significant ( $b = .0210$ , 95% confidence intervals (CIs) [-.0946, .1365]), reinforcing that relational leadership alone does not directly impact organizational commitment in a statistically meaningful way.

Table 11. Total, Direct, and Indirect Effects of Relational Leadership on Organizational Commitment

Effect Type	Coefficient (b)	95% CI	Interpretation
Total Effect	.5382	[.4265, .6500]	Significant
Direct Effect	.0210	[-.0946, .1365]	Not Significant
Indirect Effect	-.7028	[-.9119, -.5201]	Significant (Full Mediation)

Table 11 shows the results, which show a full mediation pattern. Relational leadership by school heads has a big effect on teachers' commitment to the group as a whole ( $b = .5382$ ,  $p < .05$ ), but the direct effect is very small and not statistically significant ( $b = .0210$ ). This finding shows that relational leadership doesn't have a direct effect on organizational commitment. Instead, it works through important organizational mechanisms. According to Wilson Heenan et al. (2023), successful leadership in schools often comes from things that affect teachers' work, like teamwork, communication, and having supportive coworkers. These results stress how important it is for school leaders to create work settings that encourage teachers to work together and communicate clearly, which in turn makes teachers feel more connected to their schools. There is a statistically significant indirect effect through mediation ( $b = -.7028$ , 95% CI [-.9119, -.5201]), which shows that collaborative practices (CP) and internal communication satisfaction (ICS) are the links between school heads' relational leadership and teachers' commitment to the organization. This pattern shows that leadership styles affect teachers' commitment by changing how people work together and talk to each other in the school. Previous research has shown that leadership styles that encourage teachers to work together and share their expertise greatly improve professional interaction and teamwork in schools (Duyar et al., 2013; Lin, 2022). In the same way, leadership that promotes open communication and professional dialogue makes teachers happier and more committed to the group (Pietsch et al., 2019). The data also show that teachers are more committed to their organizations when they are satisfied with their internal communication than when they are satisfied with their collaborative practices. Effective communication keeps teachers informed, supported, and linked to the organization's goals, which makes them feel more emotionally attached to the company. According to research, leadership environments with confidence, professional collaboration, and open communication make teachers happier at work and more interested in their jobs (Çoban et al., 202303). Therefore, the results support a full mediation model in which relational leadership boosts organizational commitment indirectly by encouraging joint work and making school communication more satisfactory.

#### Conclusion and Recommendations

The study's results show that in public elementary schools in Region XI, relational leadership by school heads, joint practices, satisfactory internal communication, and teachers' organizational commitment were all very high. According to path analysis, relational leadership has a big effect on how people work together and how satisfied they are with internal communication. Both of these factors also have a big effect on organizational commitment. The straight link between relational leadership and organizational commitment, on the other hand, was not statistically significant, which supports a full mediation model. This shows that relational leadership affects teachers' commitment in a roundabout way through organizational mechanisms, mainly through how well teachers communicate with each other and work together. Satisfaction with internal communication was found to be the most important facilitator. This suggests that clear, honest, and helpful communication is a key factor in making teachers feel more emotionally connected to their schools. Relational leadership also had an effect on collaborative practices, but their effect on commitment seemed to be more complex on their own. This means that collaborative initiatives need to be carefully put into place to make sure they stay important and helpful for teachers instead of being a burden.

Because of these results, it is suggested that school leaders and education managers focus on plans that make it easier for people to work together and talk to each other inside of schools. The Department of Education in Region XI could come up with rules, programs, and leadership training initiatives to help school leaders build relational leadership, improve communication, and get teachers to work together in meaningful ways. Schools can also set up mentorship programs, chances for teachers to learn new skills, and wellness programs for teachers. These can help teachers grow professionally and find a good mix between work and personal life, which will make them more committed to their schools. Additionally, schools should regularly assess their planning methods by using feedback systems to make sure that

efforts to improve collaboration and communication meet the needs of teachers. This study could be expanded in the future to look at other areas, private schools, or longitudinal designs in order to learn more about how leadership styles affect teachers' engagement over time. You can also use qualitative methods like focus groups or conversations to learn more about how teachers really lead, work together, and talk to each other in educational organizations.

#### **Acknowledgment**

The authors would like to express their gratitude to for granting permission to conduct the study. Appreciation is also extended to the individuals who provided valuable guidance, effort, and assistance in achieving the study's objectives.

#### **Conflicting Interest**

The authors declared no conflict of interest in the preparation and publication of this research.

#### **Funding**

The authors funded this study.

#### **Contribution**

The authors contributed to the overall conduct and writing of the study.

#### **References**

- Abellán, C. M. A., & Fullan, M. (2022, January 11). Leading new, deeper forms of collaborative cultures: Questions and pathways. *Journal of Educational Change*. <https://doi.org/10.1007/s10833-021-09448-w>
- Abun, D., Natividad, E. B., Nicolas, M. T., Magallanes, T., & Mansueto, J. (2022, January 1). Examining the effect of teachers' self-efficacy on job satisfaction. *International Journal of Research in Business and Social Science*. <https://doi.org/10.20525/ijrbs.v10i8.1503>
- Alamansa, R., & Sinang, A. (2025). Teachers Assigned in Remote Schools: A Phenomenology. *International Journal of Interdisciplinary Viewpoints*, 1(6), 743–746. <https://doi.org/10.64612/ijiv.v1i6.77>
- Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of vocational behavior*, 49(3), 252–276. <https://doi.org/10.1006/jvbe.1996.0043>
- Bongabong, J. M., & Doronio, R. (2025). Teaching Practices and Parental Support: Predictors of Students' Learning Interest toward Mathematics. *International Journal of Interdisciplinary Viewpoints*, 1(4), 494–528. <https://doi.org/10.64612/ijiv.v1i4.30>
- Buyukgoze, H., Caliskan, O., & Gümüş, S. (2024). Linking distributed leadership with collective teacher innovativeness: The mediating roles of job satisfaction and professional collaboration. *Educational Management Administration & Leadership*, 52(6), 1388–1409. <https://doi.org/10.1177/17411432221130879>
- Caballero, R., & Morre, M. J. (2026). Investigating Grit and Mindfulness in Teaching as Predictors of Teaching Effectiveness of Math Pre-Service Teachers. *International Journal of Interdisciplinary Viewpoints*, 2(1), 42–48. <https://doi.org/10.64612/ijiv.v2i1.64>
- Cariaga, R., Dagunan, M. A., Cariaga, V., Sabidalas, M. A., El Halaissi, M., & Bacatan, J. (2025). Rethinking Parental Involvement in Developing Countries: Toward Inclusive and Culturally Responsive Education. *International Journal of Interdisciplinary Viewpoints*, 1(5), 631–637. <https://doi.org/10.64612/ijiv.v1i5.39>
- Cariaga, R., El Halaissi, M., Refugio, C., Dagunan, M. A., Sabidalas, M. A., Cariaga, V., ... Gerodias, E. (2025). Local Voices, Global Technologies: AI Integration Barriers in K–12 Classrooms. *International Journal of Interdisciplinary Viewpoints*, 1(5), 672–680. <https://doi.org/10.64612/ijiv.v1i5.45>
- Cariaga, R., Sabidalas, M. A., Dagunan, M. A., Refugio, C., Cariaga, V., Gerodias, E., & Cubero, G. (2025). Challenges of Pre-service Teachers in K–12 Classrooms: An Explanatory Case Study. *International Journal of Interdisciplinary Viewpoints*, 1(6), 732–737. <https://doi.org/10.64612/ijiv.v1i6.54>
- Çoban, Ö., Özdemir, N., & Bellibaş, M. Ş. (2023). Trust in principals, leaders' focus on instruction, teacher collaboration, and teacher self-efficacy: Testing a multilevel mediation model. *Educational Management Administration & Leadership*, 51(1), 95–115. <https://doi.org/10.1177/1741143220968170>
- Cofino, C., Tee, S. M., Alegre, G., Atillo, G. N., & De La Peña, D. (2026). The Role of ICT Literacy Training in Advancing Social Development and Empowerment in Rural Farming Communities. *International Journal of Interdisciplinary Viewpoints*, 2(1), 49–54. <https://doi.org/10.64612/ijiv.v2i1.65>
- Dutta, V., & Sahney, S. (2016). School leadership and its impact on student achievement: The mediating role of school climate and teacher job satisfaction. *International Journal of Educational Management*, 30(6), 941–958. <https://doi.org/10.1108/IJEM-12-2014-0170>
- Duyar, I., Gumus, S., & Sukru Bellibas, M. (2013). Multilevel analysis of teacher work attitudes: The influence of principal leadership and teacher collaboration. *International Journal of Educational Management*, 27(7), 700–719. <https://doi.org/10.1108/IJEM-09-2012-0107>
- Fan, X., & Chu, Z. (2025). The influence of distributed leadership on Chinese teachers' job satisfaction: the chain mediation of teacher collaboration and teacher self-efficacy. *International Journal of Environmental Research and Public Health*, 22(4), 507. <https://doi.org/10.3390/ijerph22040507>
- Hansen, A. B. (2025). Modelling the nexus between relational leadership, wellbeing and basic school teachers' professional commitment in Ghana: a sequential mediation model. *Discover Psychology*, 5(1), 189. <https://doi.org/10.1007/s44202-025-00519-0>
- Lacaza, J. L., & Dioso, E. (2025). School Principals' Instructional Leadership Behavior and Job Satisfaction of Teachers: A Correlation. *International Journal of Interdisciplinary Viewpoints*, 1(4), 552–577. <https://doi.org/10.64612/ijiv.v1i4.32>
- Lin, Q. (2022). The relationship between distributed leadership and teacher innovativeness: Mediating roles of teacher autonomy and professional collaboration. *Frontiers in Psychology*, 13, 948152. <https://doi.org/10.3389/fpsyg.2022.948152>
- Mathieu, C., Fabi, B., Lacoursiere, R., & Raymond, L. (2016). The role of supervisory behavior, job satisfaction and organizational commitment on employee turnover. *Journal of Management & Organization*, 22(1), 113–129. <https://doi.org/10.1017/jmo.2015.25>
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human resource management review*, 1(1), 61–89. [https://doi.org/10.1016/1053-4822\(91\)90011-Z](https://doi.org/10.1016/1053-4822(91)90011-Z)
- Osborne, S., & Hammoud, M. S. (2017). Effective employee engagement in the workplace. *International journal of applied management and technology*, 16(1), 4. <https://doi.org/10.5590/IJAMT.2017.16.1.04>
- Pietsch, M., Tulowitzki, P., & Koch, T. (2019). On the differential and shared effects of leadership for learning on teachers' organizational commitment and job satisfaction: A multilevel perspective. *Educational Administration Quarterly*, 55(5), 705–741. <https://doi.org/10.1177/0013161X18806346>

- Rittel, H. W., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy sciences*, 4(2), 155-169. <https://doi.org/10.1007/BF01405730>
- Sison, J., & Simpal, E. A. (2025). Assessment on the Professional Competence and Teaching Performance OF SEAMEO Innotech Guro21 Course 1 Scholars In Region XII. *International Journal of Interdisciplinary Viewpoints* , 1(5), 595–603. <https://doi.org/10.64612/ijiv.v1i5.37>
- Timbol, R. (2026). Sustaining Blended Learning: A Strategic Framework for Long-Term Educational Resilience. *International Journal of Interdisciplinary Viewpoints* , 2(2), 1–8. <https://doi.org/10.64612/ijiv.v2i2.76>
- Ventura, J. M., & Cubero, G. (2025). College Students' 21st Century Skill and its Impact to their Career Readiness: A Sequential Explanatory Design. *International Journal of Interdisciplinary Viewpoints* , 1(6), 681–697. <https://doi.org/10.64612/ijiv.v1i6.46>
- Wilson Heenan, I., De Paor, D., Lafferty, N., & Mannix McNamara, P. (2023). The impact of transformational school leadership on school staff and school culture in primary schools—A systematic review of international literature. *Societies*, 13(6), 133. <https://doi.org/10.3390/soc13060133>
- Zhang, J., Huang, Q., & Xu, J. (2022). The relationships among transformational leadership, professional learning communities and teachers' job satisfaction in China: what do the principals think?. *Sustainability*, 14(4), 2362. <https://doi.org/10.3390/su14042362>
- Zhao, Y., Li, X., & Kang, H. (2025). Linking distributed leadership to teachers' innovation: Chain mediating roles of commitment and collaboration in Chinese schools. *PLoS One*, 20(9), e0353118. <https://doi.org/10.1371/journal.pone.0353118>