

# ORGANIZATIONAL COMMITMENT AND EMOTIONAL AGILITY ON INSTRUCTIONAL LEADERSHIP OF BASIC EDUCATION TEACHERS

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## ABSTRACT

*The study examined the influence of organizational commitment and emotional agility to the instructional leadership of 250 basic education teachers of the Department of Education (DepED) in the Municipality of Kitaotao, Bukidnon, Philippines during the school year 2025-2026. The study used a survey questionnaire to assess the level of organizational commitment, emotional agility and instructional leadership of teachers. The research design is descriptive–correlational. The results showed that teachers have a high level of organizational commitment, especially continuance and normative commitment. Emotional agility was also high, with an added importance placed on social – awareness/ relationship management. The level of instructional leadership recorded was ‘observed in all occasions’, with strengths shown in developing and communicating shared goals. From the correlation analysis, it was found that there is a relationship between instructional leadership, organizational commitment, and emotional leadership, especially for self-awareness and self-regulation. Regression analysis highlighted self-awareness as a significant predictor of instructional leadership, while continuance commitment and self-regulation unfavorably influenced it. These findings underscore the critical need for professional development initiatives that strengthen teachers’ emotional agility and promote positive forms of organizational commitment. In most cases, improving support mechanisms at basic education schools, as well as development processes, can help teachers feel more committed to the organization and be more emotionally agile. This can make a great contribution to the improvement of instructional leadership on the part of teachers engaged in basic education.*

**Keyword:** regression, correlation, continuance commitment, self-awareness, self-regulation

## 1. INTRODUCTION

Instructional leadership plays a vital role in improving teaching quality and student outcomes in basic education. School leaders who focus on guiding instruction help teachers deliver better lessons and support student growth effectively. However, principals often struggle with heavy administrative duties that limit their time for classroom supervision and teacher support (Prestoza, 2025). In Philippines settings, school heads face resource shortages, resistance to change from teachers, and inconsistent monitoring practices, which hinder effective leadership in public schools (Padasas & Escote, 2025). Locally in Davao regions, challenges like aligning leadership with teacher needs and managing limited infrastructure persist, affecting instructional improvement in elementary schools

(Razona, 2024).

Basic education teachers face everyday challenges that require them to develop individual strategies, which result in a significant impact on instructional leadership (Prestoza, 2025). As the study of Hallinger and Wang (2021) stated that this addresses the retention of students' learning, engages learners in daily activities, and reduces absences—related barriers that affect students' ways of learning. Despite difficulties, instructional leadership remains crucial for fostering quality education and resolving gaps in the communities (Nombrado, 2025). However, basic education teachers play a vital role in delivering quality education as part of the system, contributing to the holistic development of learners (Dalanon, 2023).

Furthermore, instructional leadership with stronger organizational commitment is an essential aspect of teacher performance. In the Philippines, among the local schools, the practices of instructional leadership such as goal-setting and feedback are positively correlated with teacher dedication (De Los Santos et al., 2024). It also tied emotional agility to both commitment and effective instructional leadership among basic education teachers in the Philippines setting. These works highlight persistent gaps in emotional agility's impact on basic education teachers. They emphasize the urgency of context-specific interventions to elevate leadership quality.

In essence, teachers are pivotal in fostering their own professional development and need to explore factors that strengthen instructional leadership among basic education teachers. Organizational commitment fosters teachers' dedication to school goals, enabling stronger leadership in instruction (Li et al., 2024). Emotional agility helps teachers manage emotions flexibly, improving their ability to lead instruction amid challenges (Bryan et al., 2023). A study by Mahmutoğlu (2025) confirm that higher commitment and agility predict better leadership practices internationally and, in the Philippines. The research emphasizes that understanding these links can guide interventions to enhance instructional leadership locally. However, organizational commitment and emotional agility greatly strengthen instructional leadership among basic education teachers. Teachers with high organizational commitment show strong ties to their school, which helps them guide instruction more effectively (Nombrado, 2025). Emotional agility enables teachers to adapt to emotional challenges, improving their leadership in daily classroom activities (Logroño & Tagadiad, 2023). A study by Li et. al. (2024) highlights that emotional intelligence, linked to agility, boosts commitment and instructional quality through better well-being. Moreover, these factors together promote better teaching leadership in national and local Philippine settings for basic education teachers.

Teacher retention or attrition rates have continued to escalate around the world and in our local setting, affecting basic education deliveries. Philippines research findings observed that

inadequate instructional leadership starts with low commitment levels, further compounded by emotional agility in teaching staff (Amri et al., 2024). Gaps persist in quantifying emotional agility's moderating effects in resource-limited settings. Without targeted insights, schools' risk ongoing declines in teaching quality.

Ultimately, fostering organizational commitment and emotional agility can transform basic education teachers into stronger instructional leaders. This research fills the void by providing quantitative evidence tailored to basic education system. It builds on global and local studies to offer practical pathways for improvement. Schools can then prioritize training that builds these traits for lasting impact. The findings aim to guide policies that sustain teacher effectiveness nationwide.

The researcher aimed to examine how organizational commitment and emotional agility influence teachers' instructional leadership. While existing studies highlight the importance of these two factors in education, there is limited research that integrates them to analyze their collective impact on teacher's commitment, adaptive coping skills, and instructional leadership. This study fills this gap by examining how organizational commitment and emotional agility work together to support teachers' instructional leadership, providing perspectives for learning facilitators to enhance and improve teachers' organizational commitment through well – organized and prepared teacher development strategies and leadership workshop. To address this, the study focuses on teachers in the Kitaotao District, Division of Bukidnon for SY 2025 – 2026. The findings are expected to offer valuable insights into policy development aimed at enhancing teachers' instructional leadership.

## 2. MATERIALS AND METHODS

This chapter outlines the methodologies that employed for collecting and analyzing data, encompassing the research design, participant selection, study location, tools used for data collection, procedures for gathering data, ethical considerations, and statistical methods that applied to treat the data.

### **2.1 Research Design**

The study employed a descriptive-correlational design to examine the associations between organizational commitment, emotional agility and instructional leadership among basic education teachers in Kitaotao, Bukidnon. This non-experimental approach involved using surveys to describe the teachers' current status on these variables and to analyze the strength and direction of their relationships without inferring causation. Statistical methods, including correlation and regression analyses, were applied to identify patterns and connections, providing insights into how these factors interrelate within the educational context of the region.

### **2.2 Locale of the Study**

The study was conducted in the municipality of Kitaotao, in the southern part of Bukidnon, Philippines. This is where the high rolling hills and diverse mountainous terrain is found, with border north Cotabato and Davao del Norte. The study involved the three districts in Kitaotao, namely Kitaotao I, Kitaotao II and Kitaotao III, each with various forms of instructional strategies. One of the great impacts of the organizational commitment of teachers are the school environment, fostering emotional health matters through positive relations. Furthermore, teachers' dedication and fidelity are built up when they receive good backing from school administrators and the surrounding community.

### **2.3 Research Instruments**

The study tool, which is a structured questionnaire with three parts, served as the main tool of data collection. The first part sought to measure the organizational commitment of teachers over 3 dimensions (affective, continuance and normative) with a total of 21 items derived from known scales. The second section assessed emotional agility through 30 items that examine teachers' self-awareness, self-regulation, and social awareness / relationship management on a Likert scale from "strongly disagree" to "strongly agree" for response assessment. The third section evaluated instructional leadership with 24 items covering developing and communicating shared goals, monitoring and providing feedback, and promoting professional development, using a

Likert scale ranging from "never" to "always" for response measurement. A pilot study involving 30 teachers was conducted to test its reliability, which resulted in Cronbach's alpha coefficients of 0.865, 0.901, and 0.917, respectively.

### **2.4 Data Gathering Procedure**

In order to investigate the correlation between organizational commitment, emotional agility and instructional leadership of basic education teachers, a mix of quantitative approaches was utilized. Surveys and questionnaires were utilized to collect quantitative data on teachers' organizational commitment, emotional agility and instructional leadership. These tools provided measurable insights into the variables under study. In addition, survey questionnaires were used to gather quantitative data whereby a better understanding of teachers' experiences and views within their distinctive teaching environments could be attained.

### **2.5 Statistical Techniques**

Through the use of the Statistical Package for the Social Sciences (SPSS) statistics software, the data were summarized, visualized, and interpreted. It involves descriptive statistics that show mean averages and scores to assess and support the levels of organizational commitment, emotional agility and instructional leadership of basic education teachers. After data gathering, the data were analyzed using Pearson correlation coefficients to test the relationships between variables. Additionally, to identify the strongest basis for instructional leadership, multiple linear regression analysis was deployed.

## **3. RESULTS AND DISCUSSIONS**

### **3.1 Organizational Commitment of Basic Education Teachers**

Table 1 shows teachers generally experience a "high" level of organizational commitment across the indicators measured. Continuance commitment has the highest mean (3.85), followed with normative commitment having a mean (3.68), and affective commitment with a mean (3.47). The overall mean resulted to 3.67 having the "high" level of commitment. This finding suggests that basic education teachers demonstrate a positive overall evaluation of their

organizational commitment, as reflected in their agreement with statements pertaining to affective, continuance, and normative dimensions of commitment. Notably, this positive disposition persists despite challenges associated with geographical distance and prolonged separation from their families.

Organizational Commitment	Mean	Qualitative Interpretation
Continuance Commitment	3.85	High Level of Commitment
Normative Commitment	3.68	High Level of Commitment
Affective Commitment	3.47	Moderate Level of Commitment
Overall Mean	3.67	High Level of Commitment

Table 1. Mean Scores of Organizational Commitment experienced by Basic Education Teachers

**Legend:**

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree (SA)	Very High Level of Commitment
4	3.50-4.49	Agree (A)	High Level of Commitment
3	2.50-3.49	Neutral (N)	Moderate Level of Commitment
2	1.50-2.49	Disagree (D)	Low Level of Commitment

The findings show that the teachers have a “high” level of organizational commitment in all measured aspects, with continuance commitment ranked highest. This is an indication that basic education teachers, in general, rate positively their commitment in an organization due to factors, financial stability, job security, benefits, and may be limited alternative employment opportunities.

Affective, continuance, and normative commitment among teachers in basic education have been studied extensively. Domestic research in the Philippines by Mercado et al. (2022) shows that young public elementary school teachers in

Davao Oriental had a high degree of affective commitment that contributed to their attachment emotionally to their work because of their involvement with lifelong learning and whole-person education. The international literature review by Alqahtani (2024) revealed that affective commitment among teachers is associated with emotional commitment, and transformational leadership promotes such affective commitment; meanwhile, normative commitment is defined by the feeling of responsibility, whereas continuance commitment depends on the cost associated with separation. According to Tuncer (2022), there were significant positive associations between all three types of commitment and teacher performance, and affective and normative commitments were better predictors than continuance commitment.

**3.2 Emotional Agility of Basic Education Teachers**

Table 2 shows an overall mean for emotional agility among basic education teachers was 4.38, having observed in “Most” occasions. This suggests that, teachers frequently demonstrate emotional agility, indicating they are often able to effectively manage, adapt to, and regulate their emotions in various situations. It was categorized as “Agree” which implies that they have positive emotional factors that influence teacher’s agility. Among the three sub variables, social awareness/relationship management received the highest mean (4.43), self-awareness (4.39) and lastly, self-regulation (4.31). This implies that the teachers have good abilities in terms of social awareness and relationship management, meaning that they are able to develop and maintain good relationships with other individuals in the teaching profession. Self-awareness skills have been shown to be good among teachers, implying that most teachers have an excellent knowledge of their emotions and behavior. On the other hand, poor self-regulation indicates that there is a need for intervention in order to enhance the regulation of their emotions.

Emotional Agility	Mean	Qualitative Interpretation
Social – awareness/ Relationship management	4.43	Observed in Most Occasions

<b>Self - awareness</b>	<b>4.39</b>	<b>Observed in Most Occasions</b>
<b>Self - regulation</b>	<b>4.31</b>	<b>Observed in Most Occasions</b>
<b>Overall Mean</b>	<b>4.38</b>	<b>Observed in Most Occasions</b>

Table 2. Mean Score of Emotional Agility experienced by Basic Education Teachers

**Legend:**

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree (SA)	Observed in All Occasions
4	3.50-4.49	Agree (A)	Observed in Most Occasions
3	2.50-3.49	Neutral (N)	Observed in Some Occasions
2	1.50-2.49	Disagree (D)	Observed in Least Occasions

The findings indicate that all three components of emotional agility: self-awareness, self-regulation and social awareness/relationship management are highly developed among basic education teachers. In other words, a balanced spread indicates that the teachers have all necessary competences for handling their emotions equally well, which makes it easier for them to cope with their feelings at work. The lack of any one element indicates that teachers are better able to face not only personal but also interpersonal issues they encounter while working. This emotional competence can prove beneficial in terms of their overall teaching effectiveness and relationships.

Moreover, the teachers' emotional agility is described as being "observed in most occasions", especially in areas such as self-awareness, self-regulation, and social awareness/ relationship management. This shows that teachers are usually able to identify their emotions, manage their actions, and understand the feelings of other people as well. Since teachers exhibit these qualities on most occasions, they have a great ability to manage different situations at school and in the workplace as well as maintain positive

relations with students and colleagues. Improvement of these qualities will enhance their effectiveness as teachers and collaborators.

Recent studies have explored emotional agility among basic education teachers, emphasizing components like self-awareness, self-regulation, and social awareness/relationship management as critical for classroom effectiveness and resilience. Castro & Reyes (2025), a Philippine study on elementary teachers found high levels of emotional agility, with self-awareness enabling recognition of emotional triggers and their impact on decision-making, self-regulation supporting adaptive behaviors in stressful settings, and social awareness fostering strong student relationships, all positively correlated with digital well-being. Internationally, research on pre-service language teachers demonstrated that emotional agility training significantly enhanced self-awareness and coping strategies for emotional challenges, while also improving relationship management skills essential for inclusive basic education environments (Yilmaz, 2024).

**3.3 Instructional Leadership of Basic Education Teachers**

Table 3 shows an instructional leadership involving three key sub-variables: Developing and communicating shared goals, monitoring and providing feedback, and promoting professional development. Each of these areas working together ensures teachers provide positive quality education, students participations, and meet standard in learning process. This leadership approach also fosters a collaborative school culture where teachers are guided, supported, and continuously motivated to improve their instructional practices. It strengthens overall school effectiveness by aligning teaching strategies with shared educational objectives and learner needs.

Instructional Leadership	Mean	Qualitative Interpretation
<b>Developing and communicating shared goals</b>	<b>4.61</b>	<b>Observed in All Occasions</b>
<b>Monitoring and providing feedback</b>	<b>4.56</b>	<b>Observed in All Occasions</b>
<b>Promoting professional development</b>	<b>4.49</b>	<b>Observed in Most Occasions</b>

<b>Overall Mean</b>	<b>4.55</b>	<b>Observed in All Occasions</b>
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Table 3. Mean Score of Instructional Leadership experienced by Basic Education Teachers

**Legend:**

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Always (A)	Observed in All Occasions
4	3.50-4.49	Usually (U)	Observed in Most Occasions
3	2.50-3.49	Sometimes (S)	Observed in Some Occasions
2	1.50-2.49	Seldom (Sd)	Observed in Least Occasions

The overall mean of instructional leadership experienced by basic education teachers was 4.55, which indicates "always" range according to the provided scale. This result means that, teachers consistently demonstrate excellent competence across all measured indicators. The qualitative interpretation confirms that the overall instructional leadership is "observed in all occasions". Such a high overall mean reflects a strong and positive instructional leadership environment within the institution.

Findings indicate that teachers excel at every level of instructional leadership, from developing and communicating shared goals that unify efforts toward student success, monitoring student progress through consistent feedback, and promoting professional development via ongoing training and collaboration. This mastery degree shows their devotion and dedication towards providing quality learning to their learners. Encouraging and complimenting these aspects can inspire the teachers to continually improve and enable their learners' success.

The data serve as evidence that teachers demonstrate always consistently of competence across all domains. The minimal difference between the highest and lowest means (4.61 to 4.49) suggests that teachers do not have

significant weaknesses in any area of instructional leadership. This uniformity points to a balanced and comprehensive approach to professional development and teaching standards. The consistently "Always" ratings across all indicators reflect a culture of high expectations and effective instructional leadership of basic education teachers. These findings indicate that students are benefiting quality education from a supportive and skilled teaching environment.

Recent studies underscore the role of instructional leadership among basic education teachers, particularly in developing and communicating shared goals, monitoring and providing feedback, and promoting professional development. Ramos & Santos (2023) explore the basic education school revealed that instructional leaders effectively fostered teacher growth by collaboratively setting clear shared goals aligned with student outcomes, regularly monitoring classroom practices through observations, and delivering constructive feedback that enhanced pedagogical skills, while also prioritizing ongoing professional development via workshops, mentoring, and collaborative learning communities. Internationally, research on K-12 settings demonstrated that principals' instructional leadership practices, including communicating unified goals to unify teaching efforts, providing targeted feedback on instruction, and facilitating professional development opportunities like coaching and peer collaboration, significantly boosted teacher efficacy and student learning outcomes (Halawa, 2024).

**3.4 Correlation Analysis of Variables**

Table 4 contains the correlation analysis between organizational commitment, emotional agility, and instructional leadership of basic education teachers. All components of organizational commitment show a significant positive relationship with instructional leadership except for affective commitment ( $r = 0.116$ ,  $p$ -value = 0.067) and normative commitment ( $r = 0.085$ ,  $p$ -value = 0.181)). Specifically, continuance commitment shows a significant correlation coefficient of 0.199 ( $p$ -value = 0.002) indicating a highly significant relationship. This means that teachers who have a greater sense of obligation, emotional attachment to their organizations, and a realization of the cost of leaving their organizations are more likely to demonstrate

instructional leadership. These results clearly confirm that commitment is a very important element for enhancing leadership in organizations.

Variables	R-value	Probability
<b>1. Organizational Commitment</b>	<b>0.170</b>	<b>0.000**</b>
<b>Affective Commitment</b>	<b>0.116</b>	<b>0.067ns</b>
<b>Continuance Commitment</b>	<b>0.199</b>	<b>0.002**</b>
<b>Normative Commitment</b>	<b>0.085</b>	<b>0.181ns</b>
<b>2. Emotional Agility</b>	<b>0.425</b>	<b>0.000**</b>
<b>Self-awareness</b>	<b>0.436</b>	<b>0.000**</b>
<b>Self-regulation</b>	<b>0.361</b>	<b>0.000**</b>
<b>Social Awareness</b>	<b>0.198</b>	<b>0.000**</b>

Table 4: The Relationship of Organizational Commitment, Emotional Agility and Instructional Leadership

\*\* Correlation is significant at the 0.01 level (2-tailed)  
 Listwise N = 250 ns – not significant

In terms of emotional agility, self-awareness shows a very strong and statistically significant positive correlation with instructional leadership ( $r = 0.436$ ,  $p\text{-value} = 0.000$ ), indicating that teachers who can effectively manage their emotions are more capable of exhibiting strong instructional leadership. This aligns with emphasizing the importance of emotional awareness in leadership effectiveness. On the other hand, self-regulation ( $r = 0.361$ ,  $p\text{-value} = 0.000$ ) and social – awareness / relationship management ( $r = 0.198$ ,  $p\text{-value} = 0.000$ ) display weak but statistically significant relationships at the 0.01 level. While these variables contribute to instructional leadership, their influence appears to be less substantial compared to self-awareness.

The results highlight that both organizational commitment and emotional agility are important factors associated with instructional leadership. However, among all variables, self-awareness and continuance commitment emerge as particularly influential contributors. These results underscore the importance of strengthening teachers' emotional management skills and fostering a deeper sense of commitment to their organization

in order to enhance instructional leadership practices. Furthermore, the significant relationships observed suggest that interventions aimed at improving emotional competencies and organizational attachment may lead to better leadership outcomes in basic education contexts.

The findings emphasize the importance of supporting teachers' affective commitment, continuance commitment, and normative commitment. As well as fostering a self-awareness, self-regulation, and social awareness / relationship management to remain in their schools, in order to improve instructional leadership among basic education teachers.

### 3.5 Regression Analysis of Variables

From the regression results shown in Table 5, the effects of predictors on instructional leadership are seen among teachers of basic education. According to the value of multiple correlation coefficient,  $R = 0.465$ , there is moderate positive correlation between predictor variables—continuance commitment, self-awareness, and self-regulation and instructional leadership. On the other hand, from the coefficient of determination,  $R^2 = 0.217$ , about 21.70% of the variations in instructional leadership are determined by these variables, implying that the model has little predictive capability. In effect, even though the model contributes to the comprehension of instructional leadership, 78.30% of its variation is determined by other factors that have not been taken into.

Predictor Variables	Unstd'd Coeff.		Std'd Coeff.	T - value	P - value
	B	Std Error	B		
<b>(Constant)</b>	<b>2.618</b>	<b>0.248</b>		<b>10.555</b>	<b>0.000</b>
<b>Continuance Commitment</b>	<b>0.086</b>	<b>0.046</b>	<b>0.109</b>	<b>1.878</b>	<b>0.062</b>
<b>Self - awareness</b>	<b>0.273</b>	<b>0.057</b>	<b>0.338</b>	<b>4.789</b>	<b>0.000</b>
<b>Self - regulation</b>	<b>0.094</b>	<b>0.051</b>	<b>0.131</b>	<b>1.831</b>	<b>0.068</b>

Dependent Variable: Instructional Leadership

$R = 0.465$   $R^2 = 0.217$   $F = 22.682$   $P\text{-value} = 0.000$

Table 5: Regression analysis shows variables significantly affecting Instructional Leadership of Basic Education Teachers

The constant of 2.618 in unstandardized coefficients (B) is the basic level of instructional leadership, which remains constant in relation to all independent variables being zero. However, of all the independent variables, only self-awareness was a significant predictor of instructional leadership ( $B = 0.273$ ,  $p = 0.000$ ). This implies that there exists a direct relationship between self-awareness and instructional leadership such that higher self-awareness increases instructional leadership. This is in agreement on the importance of reflective practice and emotional intelligence as key attributes of successful school leadership. Continuance commitment ( $B = 0.086$ ,  $p = 0.062$ ) and self-regulation ( $B = 0.094$ ,  $p = 0.068$ ). The regression equation derived from the model:

$$Y = 2.618 + 0.086(X_1) + 0.273(X_2) + 0.094(X_3)$$

Where:

Y = Instructional Leadership

$X_1$  = Continuance Commitment (Organizational Commitment)

$X_2$  = Self-awareness (Emotional Agility)

$X_3$  = Self-regulation (Emotional Agility)

This equation demonstrates that, among the predictors, self-awareness plays the most substantial role in shaping instructional leadership outcomes. Though the F-value ( $F = 22.682$ ) and p-value ( $p = 0.000$ ) indicate the significance of the results, the low value of  $R^2$  suggests that there could be other significant factors affecting instructional leadership practices like climate in the schools, administrative support, and professional training. In any case, the results underscore the need for creating interventions and programs to improve self-awareness among teachers, especially in terms of reflective thinking, emotion regulation, decision making, and so forth. Future studies may consider examining the effect of other variables on instructional leadership in basic education.

The analysis reveals a focused relationship between organizational commitment, emotional agility, and instructional leadership among basic education teachers, with findings both confirming strong predictors and highlighting unexpected patterns. While self-awareness emerges as the

dominant driver ( $\beta = 0.338$ ,  $p < 0.001$ ), Self-regulation shows moderate significance ( $\beta = 0.131$ ,  $p = 0.068$ ) and Continuance commitment proves non-significant ( $\beta = 0.109$ ,  $p = 0.062$ ), despite explaining 21.70% of variance ( $R^2 = 0.217$ ,  $F = 22.682$ ,  $p < 0.001$ ). This pattern suggests emotional agility—particularly inner emotional clarity—directly fuels leadership actions more than duty-based loyalty in school settings, where self-aware teachers better navigate isolation and adapt instruction (Dimatera, 2024).

These results emphasize targeted emotional agility training focusing on self-awareness to boost instructional leadership, as the model's solid fit indicates emotional skills outweigh continuance ties. The non-significant continuance commitment may stem from rural realities like limited advancement paths diluting moral obligation, while self-awareness enables flexible leadership amid resource constraints. Future studies should test mediation by work engagement or contextual moderators like school size, validating if emotional training bridges commitment gaps for sustained rural impact (Philip et al., 2018).

These studies empirically support the regression results, showing emotional agility (especially self-awareness, significant) outperforms normative commitment (non-significant) in predicting instructional leadership. The mediating role of emotional skills highlights leadership shaped by personal adaptability over obligation, fitting rural basic education challenges like isolation and high demands. This calls for holistic strategies blending emotional training with leadership support to overcome rural barriers and elevate teacher effectiveness (Frahm & Cianca, 2021).

#### 4. CONCLUSION

Based on the results of the study, the following conclusions were derived:

Organizational commitment, particularly continuance and normative, provides a stable foundation that supports teachers' leadership roles, suggesting that ensuring teachers feel secure and responsible within the organization can enhance instructional practices.

High levels of emotional agility, especially in social awareness and self-awareness, are critical for effective instructional leadership, indicating that emotional competencies are essential for teachers to adapt, collaborate, and lead in dynamic school environments.

Since instructional leadership is consistently observed across teachers, fostering emotional agility—especially self-awareness—can further strengthen their capacity to lead, innovate, and improve student outcomes.

The strong correlation between self-awareness and instructional leadership highlights the importance of reflective practices; developing teachers' self-awareness could be a strategic focus for professional development to cultivate more effective instructional leaders.

Given that self-awareness is the sole significant predictor in the regression analysis, emotional intelligence, particularly self-awareness, may serve as the key leverage point for interventions aimed at improving instructional leadership, possibly more so than organizational commitment alone.

## 5. RECOMMENDATION

The findings of the study led to the following recommendations:

It is recommended that DepEd officials implement programs that promote teachers' organizational commitment through regular recognition, open communication, and opportunities for professional growth. These simple strategies can strengthen teachers' dedication and improve instructional leadership.

School administrators may consider providing regular emotional agility training, such as workshops on self-awareness and emotional regulation. These programs can help teachers manage stress better and enhance their relationships, ultimately improving their instructional leadership.

Teachers are encouraged to strengthen collaborative practices such as peer coaching and professional development sessions. These initiatives can further enhance their instructional leadership and promote a consistent, high-quality teaching environment.

Supervisors may organize ongoing, practical training activities like reflective exercises and peer coaching to enhance teachers' self-awareness and self-regulation skills. These targeted interventions will directly strengthen instructional leadership and lead to greater organizational commitment among teachers.

DepEd administrators are encouraged to strengthen support systems and mentorship programs that foster teachers' emotional agility and organizational commitment. By providing continuous coaching and collaborative platforms, teachers can develop greater self-awareness and instructional leadership skills, ultimately enhancing the quality of education in the region.

Future DepEd scholars may investigate the relationships among organizational commitment, emotional agility, and instructional leadership using a mixed-methods research design that will take into account factors such as school climate, types of leadership, and technology readiness. The rural setting might be a suitable site for additional research on instructional leadership.

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