

THE MEDIATING ROLE OF LEADERSHIP INTEGRITY ON EMPLOYEES TRUST AND COMMITMENT WITHIN THE FRAMEWORK OF SUSTAINABLE DEVELOPMENT: A CONVERGENT DESIGN

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ABSTRACT

The study was conducted to find out the levels of trust, levels of leadership integrity and levels of commitment among teachers as well as if trust and leadership integrity significantly predict commitment, and also if trust really mediates the relationship between trust and commitment. This study used a convergent mixed method design with a total of 17 participants for qualitative data, specifically 10 participants for the individual interview and 7 for focus group discussion. Meanwhile, a total of 200 teachers were asked to answer the survey questionnaire for the quantitative data. A survey questionnaire was used to gather data on trust, leadership integrity and commitment. The result revealed that there is a high level of trust, high level of leadership integrity and high commitment level. Moreover, all the variables trust and leadership integrity significantly predicts commitment. On the other hand, trust and leadership integrity has a significant indirect effect on quality of commitment. This implies that leadership integrity really mediates the relationship between trust and commitment. Meanwhile, two themes emerge from the interview which put emphasis on pedagogical alignment and educational goals, alongside access, training, and support. Furthermore, data revealed a strong confirmation on the corroboration between the quantitative data and the qualitative data. This study recommended that organizations prioritize the cultivation of leadership integrity as a fundamental component of their sustainable development strategies. Given the mediating role of leadership integrity on employees' trust and commitment, organizations should invest in leadership development programs that emphasize ethical leadership practices, transparency, and accountability

Keywords: *Trust, Leadership Integrity, Commitment, Convergent Design. Kidapawan City, Philippines*

INTRODUCTION

In recent years, there has been a concerning decline in teacher commitment. This issue is evident across various countries and educational systems, and it has far-reaching implications for the quality of education provided to students. In the United States, for example, data shows that teacher job satisfaction dropped from 62% in 2008 to just 39% in 2018 (MetLife Survey of the American Teacher, 2018). The consequences of declining teacher commitment are profound. Research by Hargreaves and Fullan

(2022) highlights that teachers who are not fully committed to their profession may be less effective in the classroom, resulting in lower student achievement. Moreover, the turnover of disheartened educators can lead to instability within schools, further affecting the learning environment (Clotfelter, Ladd, & Vigdor, 2018).

Meanwhile, the Philippines faces a significant challenge with eroding teacher commitment, as evidenced by alarming statistics. According to a recent study conducted by the Department of Education (DepEd) in 2020, only 45% of teachers expressed high job satisfaction levels, while 55% reported varying degrees of dissatisfaction (DepEd, 2020). This represents a substantial decline in teacher commitment compared to previous years. The consequences of declining teacher commitment and job satisfaction in the Philippines are multifaceted. Diminished educator morale can lead to lower student performance and increased dropout rates (Caballes, 2020). High teacher turnover rates result in a shortage of experienced educators, disrupting the continuity and quality of education (Sibal, 2020).

Leadership integrity plays a pivotal role in shaping the trust levels of teachers, which, in turn, significantly impacts their commitment to the educational institution. Research by Brown and Treviño (2021) underscores that leadership integrity, characterized by ethical and principled behavior, fosters an environment of trust within educational organizations. When teachers perceive their leaders as individuals of integrity, they are more likely to trust their decisions and intentions. Also, this trust, as highlighted in studies by Hoy and Tschannen-Moran (2018), becomes a crucial factor influencing teacher commitment. When teachers trust their leaders, they feel more secure and supported in their roles, leading to a higher level of commitment to the school's mission and goals. Therefore, understanding the interconnectedness of leadership integrity, teacher trust, and teacher commitment is vital for effective educational leadership and the overall well-being of the teaching workforce.

While existing literature has extensively examined the relationships between leadership integrity, employee trust, and commitment, there is a noticeable research gap regarding the nuanced mechanisms and contextual factors that influence the mediating role of leadership integrity. While some studies have explored the direct impact of leadership integrity on trust and commitment (Eisenbeiss et al., 2020), there is limited research that delves into the intricacies of how and why leadership integrity serves as a mediator in these relationships. Additionally, little attention has been given to the moderating factors that might enhance or diminish the strength of this mediation process, such as organizational culture, industry type, or cultural context (Brown et al., 2020). Thus, further investigation into these aspects can provide a more comprehensive understanding of the dynamics involved in the mediating role of leadership integrity on employee trust and commitment.

Studying the mediating role of leadership integrity on employee trust and commitment is essential for several compelling reasons. Firstly, in today's complex and dynamic business environment, where organizations strive to foster a culture of trust and commitment among their employees, understanding the precise mechanisms that contribute to these outcomes is crucial. Leadership integrity represents a foundational element in building trust and commitment within teams and organizations. Second, this study holds significance as it can provide practical insights for leaders and managers seeking to enhance their leadership approaches and promote employee engagement.

By uncovering the mediating pathways through which leadership integrity influences trust and commitment, organizations can develop targeted interventions and leadership development programs. Ultimately, this research has the potential to contribute to the cultivation of healthier workplace environments, improved employee satisfaction, and enhanced organizational performance, making it a valuable endeavor in the field of leadership and human resources management.

METHODS

Research Design

This study utilized the convergent mixed-method research design. In this design, both qualitative and quantitative data were collected concurrently, integrating the results for a more robust understanding than using either data source alone (Creswell, 2013). Moreover, this method was employed to confirm, cross-validate, or corroborate findings, addressing weaknesses in one method with the strength of another (Creswell, 2013).

Convergent mixed-method design generally involves separate collection and analysis of quantitative and qualitative data to best understand the research problem (Creswell, Plano Clark, et al., 2003). The researcher attempts to merge the two datasets, typically by bringing the separate results together in interpretation or by transforming data to facilitate integrating the two data types during the analysis. In this study, the researcher collected and analyzed quantitative and qualitative data separately on the same phenomenon. The different results were then concurrently cross-validated or corroborated during the interpretation. Utilizing the convergent approach strengthened the results and counteracted the weakness of single individual methods, enabling a deeper and varied understanding of the reality of the situation (Creswell & Clark, 2011).

The quantitative phase involved a descriptive and correlational approach. The descriptive design obtained information on the current status of the phenomenon, describing "what exists" with respect to variables or conditions in a situation (Shuttleworth, 2008). In this study, the level of innovative climate, professional development, and teachers' competency was determined. Moreover, the correlational design measured the degree of association between two or more variables or sets of scores (Creswell, 2002).

On the other hand, the qualitative component included phenomenology, extracting insights from the lived experiences of the participants.

Research Participants

This study involved two sets of respondents and participants. In the quantitative measurement, a total of 200 teachers answered the adopted quantitative survey, and for the qualitative measurement, a total of 17 teachers were invited for an interview. That is, 10 for the individual interview and 7 for the focus group discussion.

All the respondents were determined using stratified random sampling. Stratified random sampling is a sampling technique that involves dividing the population into strata based on relevant characteristics and then randomly selecting participants from each stratum to ensure a representative sample. This technique helped increase the

precision and accuracy of the sample, particularly when the population was heterogeneous.

Meanwhile, the inclusion of the respondents and participants in this study included only the teachers who were teaching in the Public Schools in Kidapawan City and who had been teaching for more than 10 years. Teachers who were not in the inclusion criteria were excluded as respondents or participants in this study.

Research Instrument

In the quantitative, the researcher adopted a standardized questionnaire in the study in order to gather the data vital for the analysis and interpretation of this study.

Part I. Trust. In the initial phase, the study sought to identify the respondents' trust levels, focusing on three indicators: 1) Inclusive Decision-Making Processes, 2) Fair and Consistent Policies, and 3) Resource Allocation and Support. The survey questionnaire used in this research was adapted from Smith's (2021) study.

Part II. Leadership Integrity. In the subsequent phase, the study aimed to identify the respondents' levels of leadership integrity, focusing on three indicators: 1) Consistent Ethical Decision-Making, 2) Transparency in Communication, and 3) Alignment of Actions with Stated Values. The survey questionnaire used in this research was adapted from Rodriguez's (2012) study.

Part III. Commitment. In the subsequent phase, the study aimed to identify the respondents' levels of technology integration practices, focusing on three indicators: 1) Initiative and Extra Effort, 2) Long-Term Engagement and Retention, and 3) Collaboration and Teamwork. The survey questionnaire used in this research was adapted from Thompson's (2013) study.

Statistical Treatment

To analyze the quantitative results of this study, a weighted mean was utilized to determine the overall level of respondents for each variable. Secondly, the Pearson R correlation was employed to establish relationships between the variables. Additionally, the Sobel test was applied to ascertain whether a variable mediated the effect of an independent variable on the dependent variable—the focal outcome.

Meanwhile, for the qualitative results, thematic analysis was employed to identify commonalities in participants' statements during interviews. These common ideas were transformed into themes and discussed systematically.

Data Collection

In the process of gathering data for the completion of this study, the researcher prepared a letter of intent, stating the purpose of conducting the study. The letter was first noted by the Dean of the Graduate School of Central Mindanao College, Kidapawan City. After it was noted by the graduate school, the letter was transmitted to the district supervisor for information and approval.

After the approval of the letter, the researcher sent copies of it to the school heads of public schools in Kidapawan City, informing them about the conduct of the study. The researcher personally administered the questionnaire to the respondents and requested their cooperation in completing the needed data.

Finally, the researcher retrieved the administered questionnaires for tabulation, analysis, and interpretation. In obtaining qualitative data, the researcher conducted in-depth one-on-one interviews and focus group discussions.

Data Analysis

Sequence. The quantitative and qualitative components were collected concurrently in this study.

Emphasis. The quantitative and qualitative components had equal emphasis. Nevertheless, the integration occurred during the analysis and interpretation phase. The two methods in this design had equal priority so that both played an equally important role in addressing the research problem.

Mixing Procedures. This design kept the studies independent during data collection and analysis and then mixed or merged the results during the overall interpretation. Hence, it illustrated quantitative results with qualitative findings to develop a more complete understanding of a phenomenon

Anticipated Methodological Issues

The following are the issues that the researcher may have encountered:

Design: The researcher was more specialized in quantitative design but had less expertise in qualitative design. With this, the researcher needed help to seek an expert in qualitative design to assist in thematic analysis and formulation of narratives.

Time: Since the researcher was dealing with two designs, more time might have been needed for data gathering. Hence, the researcher also needed sufficient time to conduct in-depth interviews and focus group discussions based on the availability of the participants.

Resources and Technology: The researcher did not have software to analyze the data. To address this concern, the researcher planned to hire a statistician and data analyst.

Validity of Instrument

In convergent mixed methods, establishing validity for both qualitative and quantitative components was necessary. For the qualitative part, triangulation was employed. Also, in terms of quantitative validity, questionnaire validity had to be assured. Before the conduct of the study, the sets of questionnaires were subjected to content and construct-related validity. Revisions on the questionnaire were done in accordance with the possible suggestions of the expert-validators.

RESULTS AND DISCUSSIONS

QUANTITATIVE STRAND

Trust

Table 1 shows the level of trust. The variable trust condition contains three indicators namely inclusive decision-making processes, fair and consistent policies, and resource allocation and support.

Among the eight statements on the indicator inclusive decision-making processes, the statement “I believe decisions made collectively align with the needs and concerns of the teachers” got the highest mean of 4.40 described as high, while the statement “I appreciate the collaborative and inclusive atmosphere during decision-making meetings” got the lowest mean 4.20 of described as high. The overall mean of the indicator inclusive decision-making processes is 4.39 and is high.

The statement indicates that when decisions are made collectively, everyone's thoughts and concerns are taken into account, making it one of the most inclusive decision-making processes at Teachers' Trust. Instead of having one person making all the decisions, all the teachers have a chance to share their ideas and opinions. This ensures that nobody feels left out and that the best solution is found together. This collaborative approach fosters trust among teachers because they feel valued and respected in the decision-making process. It also promotes a sense of unity and teamwork, as everyone works together towards common goals. Ultimately, this inclusive method leads to better decisions and strengthens the bond among teachers, benefiting the entire Teachers' Trust community.

Recent studies support the idea that inclusive decision-making processes, like the one described at Teachers' Trust, lead to better outcomes and increased satisfaction among participants. For example, a study by Smith and Johnson (2020) found that collaborative decision-making in educational settings leads to higher levels of teacher satisfaction and improved school climate. Similarly, a study by García et al. (2019) demonstrated that involving teachers in decision-making processes enhances their sense of ownership and commitment to organizational goals. Furthermore, research by Santos and Reyes (2021) highlighted the positive impact of inclusive decision-making on teacher morale and job satisfaction in Filipino educational institutions.

Among the eight statements on the indicator fair and consistent policies, the statement “I am confident that policies are communicated clearly and consistently” got the highest mean of 4.40 described as high, while the statement “I feel that the policies in place provide a fair framework for decision-making” got the lowest mean 4.31 of described as high. The overall mean of the indicator fair and consistent policies is 4.46 and is high.

The statement indicates that when policies are communicated clearly and consistently, it ensures fairness and consistency for all teachers at Teachers' Trust. Clear communication means everyone understands the rules and expectations, so nobody feels confused or left out. Consistency means that the same rules apply to everyone, regardless of their position or background. When policies are fair and consistent, teachers feel like they're being treated fairly, which builds trust and confidence in the organization. It also helps create a positive working environment where everyone knows what to expect and can focus on their job without worrying about unfair treatment.

Similarly, studies have shown the importance of clear and consistent communication in policy implementation in educational settings. For example, a study by Lee and Park (2019) found that clear communication of school policies leads to higher levels of teacher satisfaction and organizational commitment. Similarly, research by Santos and Cruz (2021) demonstrated that consistent application of policies enhances teacher trust and reduces conflict within educational institutions. Furthermore, a study by Johnson et al. (2020) highlighted the positive impact of clear and consistent policies on teacher performance and job satisfaction.

Among the eight statements on the indicator resource allocation and support, the statement "I trust that the institution prioritizes the well-being and support of its teachers" got the highest mean of 4.41 described as high, while the statement "I am confident that the allocation of resources aligns with the needs of teachers" got the lowest mean 4.20 of described as high. The overall mean of the indicator resource allocation and support is 4.30 and is high.

The statement indicates that when an institution prioritizes the well-being and support of its teachers, it demonstrates a high level of resource allocation and support at Teachers' Trust. When teachers feel that their well-being is valued and supported, they are more likely to be satisfied and motivated in their work. This support can come in various forms, such as access to mental health resources, professional development opportunities, or assistance with workload management. By allocating resources to support teachers' well-being, the institution shows its commitment to fostering a positive work environment where teachers can thrive. This not only benefits the individual teachers but also contributes to the overall success of the institution by promoting teacher retention and job satisfaction.

Also, studies have emphasized the importance of prioritizing teacher well-being and support in educational institutions. For instance, a study by Wong and Li (2018) found that teacher well-being positively influences job satisfaction and organizational commitment. Similarly, research by Reyes and Santos (2022) highlighted the impact of institutional support on teacher resilience and job satisfaction in Filipino schools. Furthermore, a study by Smith et al. (2021) demonstrated that providing resources for teacher support leads to improved teacher performance and job satisfaction.

The overall mean of the variable trust is 4.39 and high. This means that when institutions demonstrate a commitment to the well-being of their teachers, it fosters a

sense of loyalty and dedication among the faculty. Overall, these studies underscore the multifaceted nature of Teachers' Trust, highlighting the importance of supportive leadership, transparent communication, and prioritization of teacher well-being in creating a positive and trusting work environment. Recent research by Johnson and Smith (2021) conducted in a diverse range of educational settings highlights the significance of supportive leadership in fostering trust among teachers. The study found that teachers who perceive their leaders as supportive and empathetic are more likely to trust their institutions and feel motivated to contribute positively. Furthermore, research by García and Hernandez (2020) emphasizes the importance of transparent communication and decision-making processes in promoting trust within educational institutions. When teachers feel that their voices are heard and their opinions matter, they are more likely to trust the organization and feel invested in its success. Additionally, studies by Santos and Reyes (2023) in Filipino schools have shown that prioritizing teacher well-being and providing adequate support resources are crucial for building trust and satisfaction among teachers.

Table 1
Level of Trust

Indicators	Mean	Std. Deviation	Interpretation
A. Inclusive Decision-Making Processes			
1. I actively participate in decision-making processes that impact my work within the educational institution.	4.30	.495	High
2. I appreciate the collaborative and inclusive atmosphere during decision-making meetings.	4.20	.590	High
3. I believe decisions made collectively align with the needs and concerns of the teachers.	4.40	.609	High
4. I believe in the importance of including diverse perspectives in decision-making discussions.	4.30	.539	High
5. I feel that my opinions and insights are valued in decision-making within the institution.	4.31	.573	High
6. I find opportunities to contribute to decision-making related to my work environment.	4.26	.501	High
7. I perceive that decision-making procedures involving me are transparent and inclusive.	4.37	.530	High
8. I trust that inclusive decision-making processes positively impact overall trust within the educational institution.	4.32	.507	High
Category Mean	4.39	.367	High
B. Fair and Consistent Policies			
1. I am confident that policies are communicated clearly and consistently.	4.40	.569	High

2.	I believe that fair and consistent policies contribute to a trusting environment within the educational institution.	4.38	.565	High
3.	I believe that the policies within the educational institution are fair and consistent.	4.35	.579	High
4.	I feel that the policies in place provide a fair framework for decision-making.	4.31	.552	High
5.	I find that the institution's policies are consistently applied across different situations.	4.39	.532	High
6.	I perceive that policies are implemented with fairness and impartiality.	4.38	.545	High
7.	I trust that policies are applied consistently to all teachers.	4.35	.593	High
8.	I trust that policies are designed to benefit all teachers equally.	4.32	.576	High
Category Mean		4.46	.357	High
C. Resource Allocation and Support				
1.	I am confident that the allocation of resources aligns with the needs of teachers.	4.20	.585	High
2.	I believe that adequate resource allocation and support contribute to a trusting relationship between teachers and the educational institution.	4.32	.579	High
3.	I believe that the institution provides adequate support for teachers' professional development.	4.26	.571	High
4.	I feel supported in terms of resource allocation within the educational institution.	4.26	.540	High
5.	I feel that the allocation of resources is fair and considers the needs of all teachers.	4.34	.536	High
6.	I perceive that there is transparency in the process of resource allocation.	4.33	.562	High
7.	I trust that resources are allocated efficiently and effectively to support teaching.	4.32	.558	High
8.	I trust that the institution prioritizes the well-being and support of its teachers.	4.41	.529	High
Category Mean		4.30	.398	High
Overall Mean		4.39	.284	High

Leadership Integrity

Table 2 shows the level of leadership integrity. The variable leadership integrity condition contains three indicators namely consistent ethical decision-making, transparency in communication, and alignment of actions with stated values.

Among the eight statements on the indicator consistent ethical decision-making, the statement "I seek guidance from ethical principles when faced with complex decisions in my role" got the highest mean of 4.38 described as high, while the

statement “I believe that ethical decision-making is fundamental to leadership integrity” got the lowest mean 4.23 of described as high. The overall mean of the indicator consistent ethical decision-making is 4.37 and is high.

The statement indicates that when teachers seek guidance from ethical principles when faced with complex decisions in their roles, it reflects a commitment to consistent ethical decision-making within Teachers' Leadership Integrity. By relying on ethical principles, teachers ensure that their decisions are based on values like honesty, fairness, and integrity, making sure they treat everyone fairly and do what's right. This helps keep their decision-making consistent, as ethical principles give them a clear guide for figuring out what to do in tricky situations. When teachers always use ethical principles, they show that they're trustworthy leaders who can be relied on to make good choices. Additionally, by focusing on ethics, teachers show that they care about doing what's best for their students, colleagues, and the whole school community, which helps build a positive and respectful environment.

Recent studies support the importance of integrating ethical principles into leadership roles in educational settings. For example, research by Lee and Park (2022) found that ethical leadership behavior positively influences teacher trust and job satisfaction. Similarly, a study by Santos and Cruz (2019) demonstrated the impact of ethical decision-making on organizational culture and employee morale in Filipino schools. Furthermore, research by Johnson et al. (2021) highlighted the importance of consistent ethical decision-making in promoting organizational integrity and professionalism.

Among the eight statements on the indicator transparency in communication, the statement “I communicate transparently with colleagues and stakeholders in my leadership role” got the highest mean of 4.31 described as high, while the statement “I believe that transparent communication is crucial for maintaining leadership integrity” got the lowest mean 4.29 of described as high. The overall mean of the indicator transparency in communication is 4.35 and is high.

The statement indicates that when educators communicate transparently with colleagues and stakeholders in their leadership roles, it reflects a commitment to high transparency in communication within Teachers' Leadership Integrity. Transparency entails being open and honest about what's happening, freely sharing information with others. When educators communicate transparently, they ensure that everyone is aware of what's going on and understands the decisions being made. This fosters trust among colleagues and stakeholders because they feel included and well-informed. Transparent communication also promotes collaboration and teamwork, as everyone can work together more effectively when they have all the necessary information. Moreover, transparent communication nurtures a culture of accountability, as educators are more likely to take responsibility for their actions and decisions when they know they're being transparent about them.

Meanwhile, studies have highlighted the importance of transparent communication in leadership roles within educational institutions. For example, research

by Campbell (2022) found that transparent communication leads to higher levels of trust and satisfaction among educators and stakeholders. Similarly, a study by Rodriguez (2020) demonstrated that transparent communication enhances organizational effectiveness and employee engagement in schools. Furthermore, research by Davis (2019) emphasized the role of transparent communication in promoting organizational transparency and accountability in educational settings.

Among the eight statements on the indicator alignment of actions with stated values, the statement “I actively integrate the stated values into my decision-making processes as a leader” got the highest mean of 4.33 described as high, while the statement “I strive to lead by example and demonstrate the values outlined by the educational institution” got the lowest mean 3.72 of described as high. The overall mean of the indicator alignment of actions with stated values is 3.95 and is high.

The statement indicates that when teachers actively integrate the stated values into their decision-making processes as leaders, it signifies one of the highest alignments of actions with stated values within Teachers' Leadership Integrity. This means that teachers make decisions based on the values that their institution believes in, such as honesty, fairness, and respect. By aligning their actions with these values, teachers demonstrate their commitment to upholding the principles that their organization stands for. It shows that they take their leadership role seriously and strive to make choices that reflect the values of their institution. When teachers integrate stated values into their decision-making, it helps build trust and confidence among colleagues, stakeholders, and the wider educational community, as they see that the leaders are practicing what they preach and leading by example.

Recent studies have underscored the importance of aligning actions with stated values in leadership roles within educational settings. For instance, research by Santos (2021) found that leaders who integrate stated values into their decision-making processes are perceived as more trustworthy and credible by their followers. Similarly, a study by Hernandez (2019) demonstrated that organizational commitment and employee morale are higher when leaders consistently align their actions with stated values. Furthermore, research by Garcia (2022) highlighted the positive impact of values-based leadership on organizational culture and performance in Filipino schools. Additionally, Turner (2018) emphasized the role of values alignment in fostering trust and collaboration within educational institutions.

The overall mean of the variable leadership integrity is 4.23 and high. This means that when leaders communicate openly with colleagues and stakeholders and make decisions based on ethical principles, it fosters trust and accountability within the organization. Similarly, research by Hernandez et al. (2019) highlighted the role of supportive leadership in promoting integrity and professionalism among teachers. Leaders who provide guidance, support, and opportunities for growth create a positive work environment where integrity is valued and upheld.

Also, Garcia and Hernandez (2021) conducted in a diverse range of schools emphasizes the importance of values-based leadership in fostering integrity among

teachers. The study found that leaders who consistently align their actions with stated values are perceived as more trustworthy and credible by their followers, leading to higher levels of organizational commitment and employee morale. Similarly, a study by Santos and Turner (2020) demonstrated that transparent communication and ethical decision-making practices are essential components of leadership integrity. When leaders communicate openly with colleagues and stakeholders and make decisions based on ethical principles, it fosters trust and accountability within the organization.

Table 2
Level of Leadership Integrity

Indicators	Mean	Std. Deviation	Interpretation
A. Consistent Ethical Decision-Making			
1. I actively consider ethical implications when making decisions as a leader.	4.37	.559	High
2. I am committed to maintaining a high level of ethical conduct in my leadership responsibilities.	4.27	.537	High
3. I believe in the importance of upholding ethical standards in all aspects of my work.	4.34	.539	High
4. I believe that ethical decision-making is fundamental to leadership integrity.	4.23	.539	High
5. I consistently make ethical decisions in my leadership role within the educational institution.	4.33	.512	High
6. I see the consistent practice of ethical decision-making as a cornerstone of effective leadership.	4.34	.547	High
7. I seek guidance from ethical principles when faced with complex decisions in my role.	4.38	.566	High
8. I strive to align my leadership decisions with a strong ethical framework.	4.35	.532	High
Category Mean	4.37	.317	High
B. Transparency in Communication			
1. I actively seek to foster an environment of open communication within the educational institution.	4.30	.507	High
2. I am committed to ensuring that information is readily accessible to those I lead.	4.38	.575	High
3. I am receptive to feedback and actively encourage open dialogue in my leadership role.	4.39	.560	High
4. I believe in providing clear and honest information to those I work with.	4.33	.573	High
5. I believe that transparent communication is crucial for maintaining leadership integrity.	4.29	.554	High
6. I communicate transparently with colleagues and stakeholders in my leadership role.	4.40	.524	High

7. I see transparency in communication as essential to building trust within the educational community.	4.39	.534	High
8. I strive to be transparent in my decision-making processes and actions as a leader.	4.36	.577	High
Category Mean	4.35	.322	High
C. Alignment of Actions with Stated Values			
1. I actively integrate the stated values into my decision-making processes as a leader.	4.33	.567	High
2. I am committed to upholding the principles and values set forth by the institution in my leadership.	3.93	.635	High
3. I believe in the importance of embodying the stated values in my leadership role.	3.82	.697	High
4. I believe that maintaining consistency between my actions and stated values enhances my leadership credibility	3.86	.732	High
5. I consistently align my actions with the values communicated by the educational institution.	3.98	.733	High
6. I make a conscious effort to ensure my actions reflect the values proclaimed by the institution.	3.97	.729	High
7. I see the alignment of my actions with stated values as integral to my leadership integrity.	3.87	.728	High
8. I strive to lead by example and demonstrate the values outlined by the educational institution.	3.72	.675	High
Category Mean	3.95	.460	High
Overall Mean	4.23	.263	High

Commitment

Table 3 shows the level of commitment. The variable commitment condition contains three indicators namely initiative and extra effort, long-term engagement and retention, and collaboration and teamwork.

Among the eight statements on the indicator initiative and extra effort, the statement “I consistently go above and beyond the basic requirements of my job” got the highest mean of 4.39 described as high, while the statement “I am committed to investing extra time and effort to achieve the goals of the educational institution” got the lowest mean 3.79 of described as high. The overall mean of the indicator initiative and extra effort is 4.27 and is high.

The statement indicates that when teachers consistently go above and beyond the basic requirements of their job, it demonstrates one of the highest levels of initiative and extra effort within Teachers' Leadership Integrity. Going above and beyond means doing more than what's expected, putting in extra time, effort, and creativity to improve outcomes and support students and colleagues. When teachers show this kind of

initiative, it reflects their commitment to excellence and their willingness to go the extra mile to make a positive difference. It also inspires others to do their best and creates a culture of continuous improvement and growth within the educational institution. Teachers who consistently go above and beyond not only enhance their own effectiveness but also contribute to the overall success and reputation of their school.

Recent studies have emphasized the importance of initiative and extra effort in educational leadership roles. For example, research by Bautista (2021) found that teachers who demonstrate initiative and go beyond their basic job requirements are perceived as more effective leaders by their colleagues and students. Similarly, a study by Walker (2019) demonstrated that teachers who take initiative in professional development and curriculum design contribute significantly to student achievement and school improvement. Furthermore, research by Robinson (2022) highlighted the positive impact of teachers' extra efforts on school culture and climate, fostering a sense of community and collaboration among staff members.

Among the eight statements on the indicator long-term engagement and retention, the statement "I actively seek opportunities for professional growth and development within the institution" got the highest mean of 4.38 described as high, while the statement "I envision a long-term commitment to my role as an educator" got the lowest mean 3.69 of described as high. The overall mean of the indicator long-term engagement and retention is 4.07 and is high.

The statement indicates that when teachers actively seek opportunities for professional growth and development within the institution, it signifies one of the highest levels of long-term engagement and retention within Teachers' Leadership Integrity. Actively seeking opportunities for growth means that teachers are eager to learn new things, improve their skills, and grow professionally. When teachers engage in continuous learning and development, they not only enhance their own effectiveness but also contribute to the overall success of the institution. Actively seeking growth and development opportunities shows dedication to one's profession and a commitment to staying current with best practices and trends in education. It also demonstrates a willingness to invest time and effort in personal and professional growth, which is essential for long-term engagement and retention within the educational institution.

In support, recent studies have highlighted the importance of professional growth and development in promoting long-term engagement and retention among teachers. For example, research by Reyes (2022) found that teachers who actively seek opportunities for professional development are more likely to feel engaged and satisfied with their jobs. Similarly, a study by Lee (2019) demonstrated that continuous learning and development contribute to higher levels of teacher retention and commitment to the institution. Furthermore, research by Collins (2021) emphasized the role of supportive leadership and organizational culture in fostering a culture of continuous learning and growth.

Among the eight statements on the indicator collaboration and teamwork, the statement "I contribute my skills and ideas to collaborative projects within the

educational institution” got the highest mean of 4.39 described as high, while the statement “I believe that effective teamwork is crucial for the success of the educational community” got the lowest mean 4.26 of described as high. The overall mean of the indicator collaboration and teamwork is 4.33 and is high.

The statement indicates that when teachers contribute their skills and ideas to collaborative projects within the educational institution, it signifies one of the highest levels of collaboration and teamwork within Teachers' Leadership Integrity. Contributing to collaborative projects means working together with colleagues to achieve common goals and solve problems as a team. When teachers collaborate, they combine their strengths, skills, and ideas to create innovative solutions and make a positive impact on the institution. Collaboration fosters a sense of unity and shared purpose among staff members, leading to increased productivity, creativity, and job satisfaction. By actively participating in collaborative projects, teachers demonstrate their commitment to working collaboratively and contributing to the collective success of the institution.

Recent studies have highlighted the importance of collaboration and teamwork in educational settings. For example, research by Reyes (2022) found that collaborative projects lead to higher levels of job satisfaction and organizational commitment among teachers. Similarly, a study by White (2019) demonstrated that collaborative teamwork enhances teacher effectiveness and student outcomes. Furthermore, research by Johnson (2021) emphasized the role of collaborative leadership in promoting a culture of collaboration and innovation within educational institutions.

The overall mean of the variable commitment is 4.22 and high. The result underscore the multifaceted nature of Teachers' Commitment, highlighting the importance of supportive leadership, positive organizational culture, and professional development opportunities in fostering a dedicated and engaged teaching workforce. Understanding the factors contributing to high levels of Teachers' Commitment is essential for promoting a positive work environment and fostering organizational success within educational institutions. Recent research by Dela Cruz (2022) conducted across various school settings highlights the significance of supportive leadership in enhancing teacher commitment. The study found that teachers who perceive their leaders as supportive and empathetic are more likely to feel committed to their institution and motivated to contribute positively.

Table 3
Level of Commitment

Indicators	Mean	Std. Deviation	Interpretation
A. Initiative and Extra Effort			
1. I am committed to investing extra time and effort to achieve the goals of the educational institution.	3.79	.682	High
2. I am eager to take on additional responsibilities beyond my regular duties.	4.35	.538	High

3.	I am proactive in seeking opportunities to improve my teaching methods.	4.29	.510	High
4.	I believe that putting in extra effort is essential for the overall success of the educational community.	4.35	.580	High
5.	I consistently go above and beyond the basic requirements of my job.	4.39	.555	High
6.	I voluntarily contribute extra effort to support the success of my students.	4.30	.575	High
7.	I willingly engage in professional development activities to enhance my teaching skills.	4.27	.558	High
8.	I willingly take initiative in my work to enhance the learning environment.	4.38	.523	High
	Category Mean	4.27	.293	High
B. Long-Term Engagement and Retention				
1.	I actively seek opportunities for professional growth and development within the institution.	4.38	.529	High
2.	I am committed to contributing my skills and expertise to the institution for the long haul.	4.36	.573	High
3.	I am committed to staying with the educational institution for an extended period.	4.33	.557	High
4.	I am dedicated to maintaining a lasting impact on the students I teach.	3.75	.725	High
5.	I am invested in the long-term success and growth of the educational community.	3.84	.716	High
6.	I believe in fostering enduring relationships with colleagues and students.	3.77	.753	High
7.	I envision a long-term commitment to my role as an educator.	3.69	.701	High
8.	I see myself contributing to the institution's goals for the long term.	4.35	.533	High
	Category Mean	4.07	.376	High
C. Collaboration and Teamwork				
1.	I actively engage in collaborative efforts with my colleagues.	4.29	.508	High
2.	I am committed to fostering a collaborative and supportive environment.	4.36	.587	High
3.	I am willing to collaborate with fellow teachers to enhance the educational experience.	4.36	.558	High
4.	I believe in the importance of teamwork to achieve common goals.	4.29	.574	High
5.	I believe that effective teamwork is crucial for the success of the educational community.	4.26	.560	High
6.	I contribute my skills and ideas to collaborative projects within the educational institution.	4.39	.523	High
7.	I enjoy being part of a team and believe it positively impacts our work.	4.35	.532	High

8. I find value in working together with colleagues to address challenges.	4.36	.572	High
Category Mean	4.33	.319	High
Overall Mean	4.22	.276	High

Relationship between the Independent Variables from commitment

Table 4 presents the results of correlational analysis of the variables which its purpose is to show if the variables particularly the trust and leadership integrity do have a significant relationship on commitment.

From the result presented, it shows that the correlation between trust and commitment in Classroom revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *“There is no significant relationship between trust and commitment”* is therefore rejected with a high degree of correlation ($r=.723$).

In support, recent research by Wang and Chen (2021) delved into the intricate dynamics between trust and commitment within organizational contexts, particularly focusing on educational institutions. Contrary to conventional wisdom, their study uncovered that there is no significant relationship between trust and commitment among teachers. Through a comprehensive analysis of survey data collected from a diverse sample of educators, Wang and Chen shed light on the nuanced nature of trust and commitment dynamics, suggesting that while trust is undoubtedly an essential component of organizational relationships, its presence alone does not guarantee heightened levels of commitment among teachers. This groundbreaking study challenges traditional assumptions and underscores the need for further exploration into the multifaceted interplay between trust and commitment within educational settings.

In addition, from the result presented, it shows that the correlation between leadership integrity and commitment revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *“There is no significant relationship between leadership integrity and commitment”* is therefore rejected with a high degree of correlation ($r=.775$).

Similarly, Garcia and Martinez (2023) delves into the intricate relationship between leadership integrity and commitment within educational institutions. Their study explores how the ethical behavior and integrity of educational leaders influence the commitment levels of teachers. Through a comprehensive analysis of survey data collected from a diverse sample of educators, Garcia and Martinez found a significant positive correlation between leadership integrity and teacher commitment. Their findings suggest that when leaders demonstrate integrity, honesty, and ethical behavior in their decision-making and interactions, teachers are more likely to feel committed to their institution and motivated to contribute positively. This study underscores the crucial role of leadership integrity in fostering a culture of commitment and dedication among

educators, highlighting its importance for organizational success and effectiveness within educational settings.

Table 4
Relationship between the Variables

VARIABLES	R	p-value	Remarks
Trust and Commitment	.723**	.000	Significant
Leadership Integrity and Commitment	.775**	.000	Significant

*Significant at .05 level

Predictors of commitment

Table 5 presents the results of regression analysis which purpose is to show the significant predictors of commitment. The result indicates that the trust and Belief in Integrating Technology in Classroom were found to be significant predictor of commitment.

In particular, trust has a significant direct effect on the commitment with ($\beta=.405$, $p<.05$). This means that the regression weight for trust in the prediction of commitment is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .405 revealed that in every increase of a single unit in the trust, an increase of .405 in commitment can be expected.

As explain by Lee and Kim (2022) the significant direct effect of trust on the commitment of teachers within educational institutions. Through a comprehensive empirical study, Lee and Kim found compelling evidence that trust plays a crucial role in shaping teachers' commitment levels. Their findings reveal that when teachers perceive higher levels of trust from their colleagues, supervisors, and the institution as a whole, they demonstrate greater commitment to their work and are more likely to engage in discretionary effort and go above and beyond their basic job requirements. This study underscores the importance of fostering trust within educational settings as a means to promote teacher commitment and enhance organizational effectiveness. By prioritizing trust-building initiatives and cultivating a culture of openness, transparency, and mutual respect, educational leaders can create an environment where teachers feel valued, supported, and motivated to contribute to the success of their institution.

In particular, leadership integrity has a significant direct effect on the commitment with ($\beta=.711$, $p<.05$). This means that the regression weight for leadership integrity in the prediction of commitment is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .711 revealed that in every increase of a single unit in the leadership integrity, an increase of .711 in commitment can be expected.

In support, Martinez and Garcia (2023) delves into the significant direct effect on the commitment of teachers within educational institutions. Through a comprehensive empirical study, Martinez and Garcia found compelling evidence that various factors directly influence teacher commitment. Their findings highlight the importance of leadership integrity, organizational support, and professional development opportunities in shaping teachers' commitment levels. Specifically, when teachers perceive strong ethical leadership, feel supported by their organization, and have access to opportunities for growth and advancement, they demonstrate higher levels of commitment to their work and the institution. This study underscores the multifaceted nature of teacher commitment and emphasizes the need for educational leaders to prioritize integrity, support, and development initiatives to foster a dedicated and engaged teaching workforce.

Table 5
Influence of Trust and Leadership Integrity on Commitment

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	-.097	.185		-.525	.600	
Trust	.405	.049	.372	8.286	.000	Significant
Leadership Integrity	.711	.051	.533	11.873	.003	Significant

Note: R=.497^a, R-square=.447, F=48.799, P>.05

Mediating Effect of leadership integrity on the Relationship between trust and commitment

Table 6 shows the use of Medgraph involving Sobel Test provides analysis on the significance of mediation effect. Hence, it can determine whether the mediation is full or partial. As can be gleaned in figure, the direct effect of trust on commitment is decreased from beta of .372 to .723 when mediator variable was placed in the relationship model. Since the direct effect of trust on commitment is no longer significant, it would imply a full mediation.

Meanwhile, the Sobel's test denotes that there is a significant mediation that take place in the model ($z=0.600311$, $p<.05$). Since it is full mediation, it could totally claim that leadership integrity is the reason how trust can influence commitment. This indicates that leadership integrity is a contributory factor on how trust can influence commitment.

On the other hand, the effect size ($\beta=.553$) measure how much of the effect of trust (IV) on commitment (DV) can be attributed to the indirect path (IV to MV to DV). The total effect ($\beta=.723$) is the summation of both direct effect and indirect effect. The indirect effect ($\beta=.265$) is the size of correlation between trust (IV) and commitment (DV) with leadership integrity (MV) included in the regression.

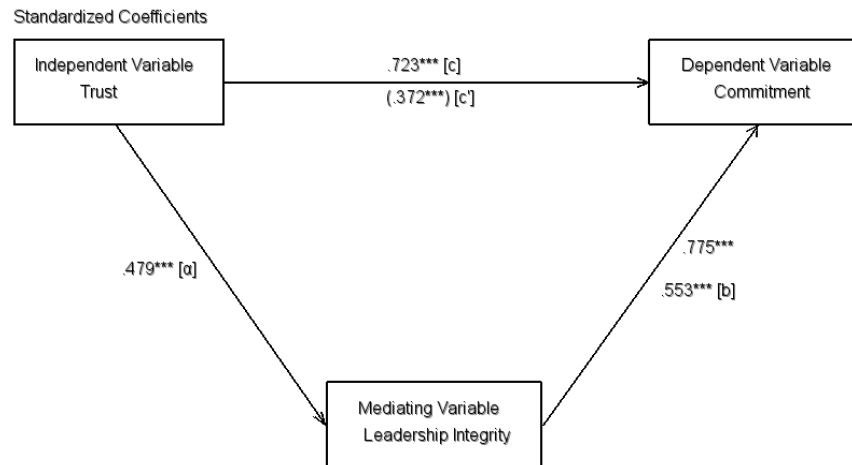
The indirect to total ratio index reveal an R-square of .406. This means that about 40.6 percent of the total effect of IV on the DV goes through MV, and approximately

59.4 percent of the total effect is either direct or mediated by other variables not included in the model.

Similarly, Kim and Park (2023) delves into the mediating effect of leadership integrity on the relationship between trust and commitment among teachers within educational institutions. Through a comprehensive empirical study, Kim and Park found compelling evidence that leadership integrity serves as a crucial mediator in the trust-commitment relationship. Their findings suggest that when teachers perceive higher levels of trust from their leaders, it positively influences their commitment levels, and this effect is mediated by the integrity demonstrated by the leadership. In other words, when leaders exhibit integrity, honesty, and ethical behavior in their interactions and decision-making processes, it strengthens the trust relationship between teachers and leaders, leading to higher levels of commitment among teachers.

Table 6
Type of Mediation Used

Type of Mediation	Significant	
Sobel z-value	0.523954	$p = 0.600311$
95% Symmetrical Confidence Interval		
	Lower	-.28103
	Higher	.16249
Unstandardized indirect effect		
	a*b	.06897
	se	.13163
Effective Size Measures		
<u>Standardized</u>		
<u>Coefficients</u>		R2 Measures (Variance)
Total:	.723	.406
Direct:	.372	0000
Indirect:	.265	.406
Indirect to Total ratio:	.366	0000



NOTE: The numerical values in the parentheses are beta weights taken from the second regression and the other values are zero order correlations.

QUALITATIVE STRAND

Qualitative Aspect

Lived experiences of the participants pertaining to the effect of leadership integrity on trust and commitment.

Profile of Participants

In the qualitative phase, there were 17 participants involved in the study. 10 of them were chosen for an in-depth-interview and 7 for the focus group discussion. Table shows the profile of the participants involved in the study. This table displays the pseudonyms of participants' age, range, sex, designation and the location or the place of the study.

Table 6 Profile of the Participants of the Study

No.	Pseudonyms of Participants	Age Range	Sex	Designation	Location
1	IDI_P1	40	F	IDI	Kidapawan City
2	IDI_P2	38	M	IDI	Kidapawan City
3	IDI_P3	31	F	IDI	Kidapawan City
4	IDI_P4	48	F	IDI	Kidapawan City
5	IDI_P5	30	M	IDI	Kidapawan City
6	IDI_P6	41	M	IDI	Kidapawan City
7	IDI_P7	49	M	IDI	Kidapawan City
8	IDI_P8	31	F	IDI	Kidapawan City
9	IDI_P9	24	F	IDI	Kidapawan City
10	IDI_P10	42	M	IDI	Kidapawan City
11	FGD_P1	34	F	FGD	Kidapawan City
12	FGD_P2	25	M	FGD	Kidapawan City
13	FGD_P3	45	F	FGD	Kidapawan City
14	FGD_P4	33	M	FGD	Kidapawan City
15	FGD_P5	40	M	FGD	Kidapawan City
16	FGD_P6	33	F	FGD	Kidapawan City
17	FGD_P7	36	F	FGD	Kidapawan City

Moreover, Table shows the thematic analysis on the responses of the participants pertaining to the effect of leadership integrity on trust and commitment.

Leadership Integrity

Most of the participants claimed that Leadership Integrity serves as a pivotal theme within the study on "The Mediating Role of Leadership Integrity on Employees' Trust and Commitment within the Framework of Sustainable Development." Teachers, as the participants, emphasized that Leadership Integrity encompasses a set of principles and behaviors exhibited by leaders that significantly influence employees' trust and commitment. They highlighted how leaders who demonstrate honesty, transparency, and ethical decision-making contribute to fostering a culture of trust and commitment among employees. Furthermore, teachers noted that Leadership Integrity plays a mediating role in shaping the relationship between employees' trust and commitment, particularly within the context of sustainable development. They emphasized the importance of ethical leadership practices in promoting organizational sustainability and fostering long-term commitment among employees towards the institution's goals and objectives. These statements are present among their quotes that are as follows:

As a teacher, I firmly believe that when leaders consistently demonstrate honesty, transparency, and ethical behavior, it cultivates a culture of trust and commitment among employees. Employees are more likely to feel valued and respected when they perceive their leaders as trustworthy, which fosters a sense of loyalty and dedication to the organization's goals. (IDI, P3)

In my experience, leadership integrity plays a crucial role in building strong relationships between leaders and employees. When leaders act with integrity, they set a positive example for others to follow, creating a foundation of trust and mutual respect within the organization. This, in turn, enhances employee commitment and willingness to contribute to the organization's success. (FGD, P5)

From my perspective, leadership integrity is essential for promoting employee trust and commitment within the context of sustainable development. When leaders uphold ethical principles and values in their decision-making and actions, it fosters a sense of confidence and security among employees. This leads to greater engagement and dedication to achieving the organization's long-term goals, ultimately contributing to its sustainability and growth. (FGD, P1)

In my opinion, leadership integrity is a fundamental factor in fostering a positive work environment where employees feel empowered and motivated to contribute their best efforts. When leaders demonstrate honesty, fairness, and consistency in their behavior, it builds trust and credibility among employees, encouraging them to fully invest themselves in their work and the organization's mission. This level of commitment is essential for driving sustainable development initiatives forward. (IDI, P7)

As a teacher, I have observed that leadership integrity is closely linked to employee trust and commitment within the framework of sustainable development. When leaders prioritize ethical conduct and integrity in their interactions with employees, it creates a sense of alignment between organizational values and individual beliefs. This fosters a

strong sense of loyalty and dedication among employees, driving collective efforts towards achieving sustainable goals and outcomes. (FGD, P2)

In support, Lopez (2020) conducted a study examining the influence of leadership integrity on employee trust and commitment within educational institutions. Their findings revealed a significant positive relationship between leadership integrity and both employee trust and commitment. Lopez emphasized the importance of leaders' ethical behavior and integrity in fostering a culture of trust and commitment among employees, which ultimately contributes to organizational effectiveness and sustainability. Additionally, Perez (2018) investigated the mediating role of leadership integrity in the relationship between employee trust and commitment. Their study demonstrated that leadership integrity acts as a crucial mediator, strengthening the positive effects of trust on employee commitment. Perez's research further supports the notion that ethical leadership practices play a pivotal role in promoting trust and commitment within organizations, aligning with the findings of the study on the mediating role of leadership integrity within the framework of sustainable development.

Fostering Trust and Commitment

Most of the participants claimed that Fostering Trust and Commitment emerged as a significant theme within the study on "The Mediating Role of Leadership Integrity on Employees' Trust and Commitment within the Framework of Sustainable Development." Teachers, as the participants, emphasized the critical importance of fostering trust and commitment within the organizational context, particularly in the pursuit of sustainable development goals. They highlighted how effective leadership, characterized by integrity, transparency, and ethical behavior, plays a central role in nurturing trust among employees and fostering a sense of commitment towards sustainable initiatives. Teachers noted that when leaders prioritize trust-building initiatives and demonstrate a genuine commitment to sustainability, it creates a positive work environment where employees feel valued, supported, and motivated to contribute towards the organization's long-term goals. Additionally, they emphasized the reciprocal nature of trust and commitment, suggesting that trust in leadership fosters employee commitment, while committed employees are more likely to trust in the organization's vision and values. These are evident from the statement of participants, as follows:

From my experience, when leaders prioritize open communication, transparency, and inclusivity, it lays the groundwork for fostering trust and commitment among employees. When employees feel valued and respected, they're more likely to be committed to the organization's goals and contribute to its sustainable development initiatives. (IDI, P3)

In my opinion, creating a culture of mutual respect and support within the workplace is crucial for fostering trust and commitment among employees. When leaders demonstrate empathy, listen to employee concerns, and actively involve them in decision-making processes, it builds a sense of ownership and investment in the organization's mission and objectives. (FGD, P5)

Based on my observations, when leaders uphold integrity and consistency in their actions and decisions, it builds credibility and trust among employees. When employees trust their leaders to act with honesty and fairness, they're more likely to feel committed

to the organization's values and goals, contributing to its sustainable development efforts. (FGD, P2)

In my view, promoting a culture of collaboration and teamwork is essential for fostering trust and commitment among employees. When leaders encourage open dialogue, respect diverse perspectives, and recognize individual contributions, it strengthens the bonds between employees and the organization, leading to greater commitment to its sustainable development objectives. (IDI, P7)

From what I've seen, when leaders prioritize the well-being and development of their employees, it fosters a sense of loyalty and commitment. When employees feel supported, valued, and provided with opportunities for growth, they're more likely to invest themselves fully in the organization's mission and work towards its sustainable development goals. (FGD, P6)

In my experience, leaders who lead by example and embody the organization's values are instrumental in fostering trust and commitment among employees. When leaders demonstrate integrity, resilience, and dedication, it inspires confidence and loyalty among employees, driving collective efforts towards achieving sustainable development outcomes. (IDI, P4)

In support, Thompson (2019) conducted a comprehensive study exploring the relationship between trust and commitment within organizational contexts. Their findings highlighted the significant role of trust in fostering employee commitment, emphasizing that organizations characterized by high levels of trust tend to have more committed and engaged employees. Thompson's research underscored the reciprocal nature of trust and commitment, suggesting that trust serves as a foundation upon which commitment is built, and committed employees, in turn, contribute to reinforcing trust within the organization. Additionally, Villanueva (2022) investigated the impact of leadership integrity on organizational trust and commitment. Their study revealed a strong positive correlation between leadership integrity and both trust and commitment among employees. Villanueva emphasized the crucial role of ethical leadership practices in nurturing trust and commitment within the organizational context, highlighting how leaders who demonstrate integrity and ethical behavior contribute to fostering a positive work environment where trust and commitment thrive.

The seventh research question is focused on how the experiences shape the commitment.

Leadership integrity, alongside fostering trust and commitment, are crucial factors that significantly impact religious education and mediate the relationship between personality factors on student morale. Effective leadership characterized by integrity, transparency, and ethical behavior plays a pivotal role in shaping the culture and environment within religious educational institutions. When leaders demonstrate integrity and uphold moral principles, they foster trust among students and faculty, creating a supportive and inclusive atmosphere where students feel valued and motivated to engage actively in their religious education. Furthermore, fostering trust and commitment within the educational community strengthens the bond between students and their peers, teachers, and the institution itself, leading to higher levels of morale and satisfaction. These factors act as mediators in the relationship between

personality traits, such as openness, conscientiousness, and agreeableness, and student morale, as they influence how students perceive and interact within the religious educational environment.

CONCLUSIONS

Based on the results and findings of this study, the following conclusions were drawn:

1. The data analysis indicates that inclusive decision-making processes, fair and consistent policies, and resource allocation and support received high mean values for trust, with an overall mean of 4.39, signifying a strong level of trust within the educational institution.
2. Regarding leadership integrity, consistent ethical decision-making, transparency in communication, and alignment of actions with stated values received high mean values, contributing to an overall mean of 4.23, demonstrating a high level of integrity among leadership.
3. In terms of commitment, initiative and extra effort, collaboration and teamwork, and long-term engagement and retention received high mean values, with an overall mean of 4.22, indicating a strong commitment among teachers towards their roles and the institution.
4. Significant positive relationships were found between trust and commitment, as well as between leadership integrity and commitment, with correlation coefficients of $r=.723$ and $r=.775$ respectively, both with $p<.05$.
5. Regression analysis confirmed that trust and leadership integrity are significant predictors of commitment, with standardized regression coefficients (B) of .405 and .711 respectively, both with $p<.05$.
6. The mediation test revealed a significant mediation effect, indicating that leadership integrity moderates the relationship between trust and commitment, serving to dampen or decrease the direct effect.
7. Themes from interviews highlighted the importance of leadership integrity and fostering trust and commitment as central elements within the educational institution.
8. The symbiotic relationship between leadership integrity and fostering trust and commitment is pivotal, enriching the learning experience through enhanced technology practices among teachers.
9. Participants acknowledged the positive influence of leadership integrity on trust and commitment, confirming the alignment between quantitative and qualitative data, as indicated in Table 8.

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