



A Causal Model on Political Skills of Public Secondary School Teachers

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Abstract— The purpose of this research was to discover which model better matched the political abilities of public secondary school teachers. The structural equation model (SEM) was utilized in this investigation using a sample of 438 respondents. Data were obtained from respondents by e-survey utilizing sets of modified survey questions that were evaluated for content validity and reliability. This study employed a quantitative descriptive, and causal research design. The mean, standard deviation, Pearson product-moment correlation, Multiple Regression, and Structural Equation Modelling were all used as statistical tools in the study. The findings demonstrate a high degree of emotional maturity, a high level of work inventive behavior, a high level of organizational dedication, and a high level of political competence. Furthermore, there was a strong link between these characteristics. Workplace innovation and emotional maturity were both strong indicators of political skills. Model 5 best suits the political skills of school teachers in Region XI-Davao Region among the five (5) created models. It is the most frugal model since it passes all of the reasonable fit conventions.

Keywords— emotional maturity, work innovative behaviour, organizational commitment, political skills public school teachers, Davao Regional.

INTRODUCTION

Employees with high positional authority but poor political acumen were seen by followers as acting less considerately and structuringly, which had a detrimental effect on followers' pleasure (Blickle, Kane-Frieder, Oerder, Wihler, von Below, Schütte, & Ferris, 2013). According to Treadway, Ferris, Duke, Adams, and Thatcher's (2007) research, people with low political skill levels exhibit ingratiation behaviors that are seen as manipulative, which in turn reduces other people's receptivity to their influence attempts and prevents them from establishing personal power.

Additionally, those with low political skill may find it difficult to identify powerful individuals with whom to form social networks or may fail to infuse these networks with a strong sense of mutual trust and respect because they lack the intelligence or savvy to pick up on social cues. People with weak political abilities are at a disadvantage in terms of attaining power through effective network building because of how crucial networks are for obtaining resources (Liu, Liu, & Wu, 2010). Similar to this, politically astute civil servants in Nigeria rarely speak the truth or are frank; instead, they prefer to persuade you that what they are saying is true, regardless of whether it is (Jacob, 2012). Given that this mindset aims to influence others in a way that advances one's goals about the behaviors of subordinates, it is appropriate to refer to it as a manifestation of political skill, even if it is of the less desirable variety (Karakitapoglu-Aygun & Gumusluoglu, 2013).



Teachers can use their political savvy to produce favorable results. They can utilize it to raise the effectiveness and productivity of their work teams as well as successfully address the leadership difficulties facing their firm (Braddy & Campbell, 2013). Additionally, they use these abilities to increase their chances of career progression, as well as those of their direct reports (Snell, Tonidandel, Braddy, & Fleenor, 2014). Munyon, Summer, Thompson, and Ferris (2015) also noted that the effectiveness of political skills was favorably associated to self-efficacy, job satisfaction, organizational commitment, work productivity, organizational citizenship behavior, and career success and adversely related to physiological strain. Additionally, they discovered that partial mediation occurred between political abilities and task performance due to the person's reputation and sense of self-efficacy. Additionally, political expertise is associated with a number of positive organizational outcomes, including job performance. It was proposed that staff members may develop their political acumen, thus businesses should offer training initiatives to support this (Towler, 2019).

As a result, political acumen is usually seen as crucial to organizational survival and success (Ferris, Treadway, Brouer, & Munyon, 2012; Munyon, Summers, Thompson, & Ferris, 2015). Furthermore, research has shown that persons that possess political skill gain from it in terms of job performance, career success, effectiveness, and happiness, as well as peripheral others such as subordinates and employers (Wihler, Frieder, Blickle, Oerder, & Schutte, 2016).

The literature has shown links between emotional maturity and job creative conduct and political competence. According to meta-analytic findings, political skill is associated to assessments of task and contextual work performance, as well as creative conduct (Bing, Davison, Minor, Novicevic, & Frink, 2011). Political skill was also found to predict work performance evaluations, emotional maturity (Blickle, Fröhlich, Ehlert, Pirner, Dietl, Hanes, & Ferris, 2011), and career progression potential in longitudinal research (Liu, Liu, & Wu, 2010). Furthermore, political competence adds to a better sense of confidence, which is likely to favorably improve the middle manager's role wide self-efficacy as the middle manager's perceived capability to exhibit particular behaviors increases (Jawahar, Stone, & Kisamore, 2007). Furthermore, a politically adept middle manager is likely to use this expertise to establish a work environment that encourages more innovative behavior, such as job autonomy. Work creative activity is projected to positively regulate the association between middle managers' work innovative behavior and role breadth self-efficacy (Morgeson, Delaney-Klinger, & Hemingway, 2005).

With all these scenarios, the researcher is interested in understanding the potential predictors of the political skill of school teachers as they address confidence in interacting with their colleagues and students for better school and academic outcomes. As of the present, the researcher has found several types of research assessing the political skills of public school teachers yet no particular studies have indicated school teachers' level. Additionally, the research that focused on political skill centered on job performance (Blickle et al., 2008; Wihler, Blickle, Ellen, Hochwarter, & Ferris, 2017), career success (Todd, Harris, Harris, & Wheeler, 2009), leadership effectiveness (Perrewé et al., 2004) and the attenuation of various workplace stressors (Cullen, Gerbasi, & Chrobot-Mason, 2018). Furthermore, it focuses on the influence of a leader's political ability on follower outcomes at the individual level, whereas research on the impact of political skill in the setting of teams is scarce (Ferris, Perrewé, Daniels,



Lawong, & Holmes, 2017). Only a few academics have looked into political skills in the context of schooling (Brosky, 2011; Konakli, 2014; Konakli, 2016; Taliadorou & Pashiardis, 2015). There have been no research that emphasize teachers' political abilities using Structural Equation Modeling; so, the purpose of this study is to identify the best fit structural model on the political skill of secondary school teachers.

Research Objectives

This study aimed to determine which model best fits on political skills of public secondary school teachers. Specifically, this sought an answer to the following objectives: Describe the level of emotional maturity of Public Secondary school teachers in terms of emotional instability, emotional regression, social maladjustment, personality disintegration, and lack of confidence. Ascertain the level of work innovative behavior of Public Secondary school teachers in terms of met expectation, procedural justice perceptions, and job autonomy. Evaluate the level of organizational commitment of Public Secondary school teachers in terms of affective commitment, continuance commitment, and normative commitment. Assess the level of political skills of Public Secondary school teachers in terms of network ability, interpersonal influence, social astuteness, and apparent sincerity. Determine the significant relationship of emotional maturity and political skills of school teachers, work innovative behavior and political skills of school teachers and organizational commitment and political skills of school teachers. Determine which variables significantly influence the political skills of public secondary teachers. Lastly, determine the best fit model of political skills of public secondary teachers.

Hypothesis

The following null hypotheses were tested at a .05 level of significance that there is no significant relationship between emotional maturity and political skills of public secondary school teachers, work innovative behavior and political skills of public secondary school teachers, and organizational commitment and political skills of public secondary school teachers; emotional maturity, work innovative behavior, and organizational commitment do not significantly influence the political skills of public secondary school teachers.; and there is no best-fit model for the political skills of public secondary school teachers.

LITERATURE REVIEW

Emotional Maturity

Emotional maturity refers to a person's ability to respond to events, manage his or her emotions, and interact with others in a sophisticated manner (Kumar & Kiran, 2017). It is the capacity to comprehend his or her own emotions as well as the feelings of those around you. Emotionally mature individuals are not necessarily those who have resolved all conditions that have caused anxiety and possibility, but rather those who are constantly in the process of seeing themselves from a clearer perspective, constantly engaged in a struggle to achieve healthy integration of feeling, action, and thought (Ratna, 2016).

Similarly, emotional maturity is a process in which the personality strives for better emotional and physical well-being, both inter- and intra-personally. Emotional maturity is the state of having attained an adult degree of emotional growth, implying emotional control in a social environment (Shimsiya & Abdul, 2016). Also, it is



regarded one of the primary variables in developing an individual's personality, conduct, and attitudes, and it aids in improving relationships with others and increasing a person's self-worth. Emotional stability is considered one of the important components in mental health (Joy & Mathew, 2018).

Furthermore, emotional maturity promotes a sense of security that favours vulnerability; a mature person can demonstrate his vulnerability by showing devotion and receiving manifestations of love from those who love him or her (Panth, Chaurasia, & Gupta, 2015). The sense of personal security that an emotionally strong person has allows him or her to regard the needs of others. He/she provides from his/her resources, such as money, time, or any other assistance, to improve the quality of life of those he loves and cares about (Shimsiya & Abdul, 2016).

The first indicator is emotional instability. This relates to the inability to deal with problems, impatience, fragility, stubbornness, and temper tantrums (Johns, Mathew, & Mathai, 2016). It is also a factor that represents the syndrome of irritation, stubbornness, and temper tantrums, as well as a lack of capacity to deal with problems and seek help for one's day-to-day concerns (Parveen, 2015).

Emotional regression is the second indicator. This is said to be a large collection of elements, some of which are inferiority complex, restlessness, antagonism, aggressiveness, and self-centeredness (Johns, Mathew, & Mathai, 2016). The trait of a person that relates to the perception of proper development and developing vigor of feelings about the surroundings to ensure positive thinking infused with righteousness and contentment is also mentioned (Khan, Khan, Kawa, Fatima, & Baby, 2015).

Social maladjustment is the third indicator. This describes a person's lack of social skills and hostility. They will also be boastful, dishonest, and lazy (Johns, Mathew, & Mathai, 2016). Additionally, this is a condition in which a person finds it difficult to interact socially with other people and, as a result, spends more time alone or is silent even when around other people. Due to their incapacity to communicate their emotions in front of others, those who are socially awkward gradually display fewer evidence of emotional maturity (Khan, Khan, Kawa, Fatima, & Baby, 2015).

Disintegration of the personality is the fourth indicator. This includes retaliation, the development of phobias, justification, pessimism, and immorality. Additionally, a person with personality disintegration feels inferior and responds to their environment by being violent, destructive, and having a warped perception of reality (Johns, Mathew, & Mathai, 2016). Additionally, term describes a rapid disintegration of character and an unified whole into chaotic shape as a result of particularly upsetting life circumstances. An individual is more likely to have emotional imbalance in their life if their character is not structured into a coherent whole (Khan, Khan, Kawa, Fatima, & Baby, 2015).

Lack of independence is the fifth indicator. This labels a person as egoistic and lacking in objective interests if they exhibit a parasitic dependence on others. They are considered unreliable by the public (Johns, Mathew, & Mathai, 2016). This also applies to the aspect of emotional maturity that denotes a lack of or absence of independence.



Lack of independence will eventually limit a person's capacity or competence to carry out a task, accomplish a goal, or get beyond a challenge (Khan, Khan, Kawa, Fatima, & Baby, 2015).

Work Innovative Behavior

Workplace innovation behavior is defined as the intentional development or production of an idea to improve role performance (Bawuro, Danjuma, & Wajiga, 2018). To satisfy the existing and future educational demands of today, innovative teaching is crucial for all teachers, according to Abdullah and Ling (2016). They define work innovative behavior as the process of introducing new ideas and taking them to their final stage of implementation. To ensure that schools can thrive in the modern environment and have a bright future, school administration must integrate all creative intellectual activities, technological abilities, and leadership qualities (Thurlings, Evers, & Vermeulen, 2015). The way that new ideas are created, however, is more important than invention (Koeslag-Kreunen, Van der Klink, Van den Bossche, & Gijsselaers, 2018).

In recent years, scholars have defined work innovative behavior as an employee behavior geared to the production, introduction, and application (within a role, group, or organization) of new ideas, processes, products, or procedures (Javed, Khan, Arjoon, Mashkoor, & Haque, 2020). Scholars generally agree that workplace innovative behavior is a notion focused on the outcomes of the employee through a series of intentional actions that can be experienced from various levels of the business (Contreras, Espinosa, Dornberger, & Acosta, 2017).

Meanwhile, the scholar has paid attention to the research on organizational innovation and individual innovation (Watts, Steele, & Den Hartog, 2020). As a result, issues affecting the work innovative behavior of employees have been widely investigated (Thurlings, Evers, & Vermeulen, 2015). The findings from the literature reveal that issues such as workplace happiness, organizational climate, affective commitment, and leadership style are some of the identified factors affecting work innovative behavior of individuals (Pukiene, 2016; Shanker, Bhanugopan, van der Heijden, & Farrell, 2017). But the majority of these studies on innovative work behavior are mostly conducted in first-world nations and concentrated on the service, manufacturing, and industrial sectors (Chatchawan, Trichandhara, & Rinthaisong, 2017).

Met expectations is the first component. When an employee feels that their expectations have been met as a result of their work experiences, this is referred to as having met expectations (Ramamoorthy & Fluid, 2005). Without any guarantees from the employer, either explicit or tacit, such expectations may be developed unilaterally. According to Kanter and Sherman (2016), mutuality is neither necessary nor essential as long as the essential elements that employees have grown to expect in their workplace are met or not. Additionally, it demonstrated that employees accepted organizational commitments including fairness, needs, training and advancement opportunities, autonomy and discretion, remuneration, and work environment, and that employers' and employees' opinions of shared obligations varied only marginally. Employees are more likely to perceive a responsibility to engage in discretionary and voluntary actions that may be advantageous to the firm when they believe the employer has fulfilled his or her commitments (Karagonlar, Eisenberger, & Aselage, 2016).



Perceptions of procedural justice make up the second component. Procedural fairness perceptions among employees are linked to a number of organizational outcomes, including job satisfaction, trust, organizational commitment, and organizational citizenship actions (Kim & Park, 2017). More specifically, the most recent research demonstrates that organizational procedural fairness influences worker engagement both directly and indirectly (Safa & Solms, 2016). While fair organizational practices increase employees' trust and confidence in the organization, which causes them to reciprocate by exhibiting positive attitudes and behaviors at work, from the perspective of the social exchange theory, feeling fairly treated by an organization can increase employees' engagement in their work (Akram, Lei, Haider, & Hussain, 2018).

Job autonomy is the third component. The freedom and authority teachers have to decide on their professional activities is referred to as their job autonomy (Gacoin, 2018). Teachers must be acknowledged by school officials in order for them to carry out their responsibilities and complete their assignments (Gurganious, 2017). Job autonomy is essential for effective professional learning opportunities and teacher empowerment (Hadid, 2017).

Researchers concurred that in order for teachers to adapt their instructional strategies and curricula to meet the needs of each student and to engage pupils, they must have a certain amount of autonomy (Gurganious, 2017). Some educators feel they have little control over decisions and activities in the classroom (Yolcu, 2021). As a result, if instructors are evaluated poorly, their performance in the classroom may decline and they may be fired. According to Tezci and Kervan (2019), a lack of professional autonomy impairs teachers' assessments of their well-being and the teaching profession, which increases attrition rates. Teachers now place more of an emphasis on learning than on teaching. Husband and Hunt (2015) pointed out that teachers worry that the curriculum has become overly constrained. Because of the high stakes testing atmosphere, some teachers believe they are unable to cover a wide range of enriching topics and to be creative with their lessons (Thibodeaux, Labat, Lee, & Labat, 2015).

Teachers also struggle to discover effective ways to enlighten pupils when educational officials restrict their freedom to make decisions in their classrooms (Balaman, 2019). Because they are in the best position to decide how children should be progressing academically, teachers shouldn't have restrictions placed on their liberty in the classroom. According to some academics, autonomy in the classroom enables teachers to adapt instruction to students' interests and personal preferences, recognize their points of view, communicate value for learning tasks, and give activities a purposeful justification (Augusto-Navarro, 2015; Alamer, 2021). Through cooperative learning, autonomy gives teachers the ability to make decisions in their classrooms and motivates students to engage with one another (Kaur, Hashim, & Noman, 2015). The use of instructional strategies like differentiation, scaffolding, personalized learning, student-centered learning, and student engagement by certain teachers with high levels of autonomy motivates student learning and boosts performance (Almusharraf, 2020). Additionally, increased job autonomy for teachers increases their dedication to their work and encourages student involvement in the learning process (Alrabai, 2017). Furthermore, giving students and teachers more freedom in the classroom fosters a healthy atmosphere.



Organizational Commitment

Organizational commitment has received a lot of attention (Toshikawa & Hu, 2017). Numerous studies have been conducted to date to look into how organizational commitment affects employee attitudes and behavior (Iqbal, Farid, Ma, Khattak, & Nurunnabi, 2018). Organizational commitment is the desire of a worker to remain with and support the business they are employed for. There are several ways a worker can dedicate themselves to a company. The way individuals identify the organization's objectives and ideals, the advantages they received from it, or their perception of their duty to pay back the business could all be contributing factors (Jaron, Sandoval, & Garcia, 2015).

Affective commitment is the first organizational commitment indicator. Employees' identification with the company and sense of belonging are two aspects of affective commitment, which is influenced by their feelings. The staff members remain with the company because they want to, not because they have to (Al-Jabari & Ghazzawi, 2019). In affective commitment, the person struggles with organizational tasks but recognizes the significance of the organization and is content to be a part of it (Kiral & Kacar, 2016). Employees are naturally driven, which can help the organization more by increasing productivity and effectiveness. Since moral concerns are a part of affective commitment, it can also be referred to as value-oriented commitment (Kiral, 2015).

Continuance commitment is the second indicator of organizational commitment. Employees who are committed to continuity are those who are conscious of the costs and negative effects that turnovers can have on the company and who continue to work there despite having needs and obligations (Al-Jabari & Ghazzawi, 2019). The long-term rewards (pay, status, retirement benefits, etc.) that employees receive in exchange for their contributions to the business are crucial in a continuous commitment. The economic situation, organizational regulations (obligatory service, contract, etc.), and social pressure (inconsistency, incompatibility, etc.) resulting from culture can all contribute to an employee's commitment to staying with the company in the long run. This is in addition to the fact that the benefits of the employees over the long term prevent them from having any intentions of quitting (Kiral & Kacar, 2016). Gonzalez, Ragins, Ehrhardt, and Singh (2018) claim that with continuous commitment, employees have faith that their efforts would result in increased rewards from the company. Continuous commitment can be characterized as self-seeking commitment because it encompasses instrumental circumstances.

Normative commitment is the final indicator. According to Al-Jabari and Ghazzawi (2019), the employee feels that working for the company is a liability in this aspect of commitment but ethically feels compelled to continue working there. An obligation that includes the employees' sense of duty is known as a normative commitment (Kiral & Kacar, 2016). However, moral judgments are what determine this obligation. The person firmly believes that what is done is morally and legally correct. Social pressure occupies a large portion of normative commitment and psychologically links the employees to their company. Thus, the employees devote themselves to the organization, work for the sake of it and never criticize. Normative commitment can be defined as ethical commitment as it includes moral issues and inquiry (Kahveci, 2015).



Political Skill

A critical leadership quality is political acumen, which allows leaders to influence followers and other significant stakeholders (Wang & McChamp, 2019). In formal organizations (Buch, Thompson, & Kuvaas, 2016), in informal leadership roles (Shaughnessy, Treadway, Breland, & Perrewé, 2016), or in statesmanship, the relevance of political skill in leadership holds true despite time and context variances. According to Salisu and Awang (2019), there is a persistent link between higher education and the political actions of significant players in the education system. Therefore, teacher leaders must possess political acumen in order to deal with all parties involved in a school system efficiently (Konakli, 2016).

Many definitions of teacher leadership exist. One common thread that runs through most definitions is that teacher-leadership is a shared burden carried in varying degrees of intensity by all teachers throughout the institutional hierarchies. Thus, every teacher anywhere in the institutional hierarchy is potentially a leader (Smulyan, 2016). To this end, teacher leadership could be defined as a series of interconnected and interdependent decisions and actions taken by the teacher, working alone or in teams, directed at changing the mindsets and worldviews of students, colleagues, parents, and other school and community interest groups to improve teaching and learning (Larson, 2021).

The thick and the thin are two categories of teacher leaders identified by researchers (Wenner & Campbell, 2018). The former are teacher-leaders whose personal identities are profoundly ingrained in their professional identities, whereas the latter only occasionally identify as teacher-leaders. The personality traits of strong teacher leaders, such as political sensitivity, are vital as guiding principles for carrying out the necessary mandates for teacher leadership. One such requirement is the teacher leaders' function as reformers or change agents who work both inside and outside of the educational system to transform it for the better (Von Esch, 2018).

To demonstrate the uniqueness of teacher leadership, this article utilizes the concept of corporate leadership (Scott, 2017). While teacher leadership occurs in a fluid network made up of students, professors, and community stakeholders, corporate leadership occurs in a highly structured and hierarchical context. Unlike corporate leaders, who have employees they manage and supervise, teacher-leaders have followers who look to them for guidance regardless of their level of authority or lack thereof. While interactions between teacher-leaders and their constituents are haphazard and extemporaneous, teacher-leaders often play significant but facilitative and advocacy roles. This is in contrast to formal dyadic interactions between the leader and the led, where the leader frequently plays a dominant and often domineering role.

The aforementioned variations highlight the behavioral distinctions between corporate executives and teacher-leaders. Teacher-leaders are required to approach stakeholders with a more personable, engaged, and collaborative attitude than corporate leaders do (Sinha & Hanuscin, 2017). This behavior expectation results from the fact that teacher-leaders lack official authority and hence cannot issue orders and demand compliance (Timor, 2017). As a result, they always rely on interpersonal relationships and moral persuasion to win people over and get their cooperation (Johnson, Griffith, & Buckley, 2016). While formal powers have been orchestrated for and



occupied by teacher-leaders (Williams et al., 2015), their influence is not coeval in origin with the offices they occupy but instead emanates from the abilities they possess, which differs from individual to individual. Since the teacher-leaders' job is boundary-spanning (cutting across classroom and campus, into community spaces where formal authority is functionally alien), they, logically, need more than the formal authority to succeed across these indeterminate divides. Political skill is a core skill needed to successfully operate in boundary-spanning change situations (McAllister, Ellen, & Ferris, 2018). The strength of their character as teacher-leaders forced them to act as they do. Therefore, teacher leadership is not exercised through hierarchies and demands for compliance; rather, teacher-leaders promote active communication and collaboration with all stakeholders (such as colleagues, administrators, students, parents, and community leaders), occasionally through formal meetings, and most frequently through informal self-initiated and self-driven interactions.

The same goes for political skill, which is the capacity to influence others at work in order to alter one's circumstances in order to achieve desired outcomes (Ningsih & Wijayanti, 2018). According to scholars, persons who are politically astute are those who are excellent at networking, appear sincere, have interpersonal influence, and are socially astute (Koeslag-Kreunen et al., 2018). Additionally, political acumen significantly influences whether an employee is successful in implementing social influence behavior at work (Bentley, Treadway, Williams, Gazdag, & Yang, 2017; Blickle, Frieder, & Ferris, 2018; Vigoda-Gadot & Drory, 2016).

A political skill was shown to play a role in the association between impression management and job performance in addition to moderating the relationship between conflict and job stress. Wihler, Blickle, Ellen, Hochwarter, and Ferris (2017) discovered that people with strong political abilities were given higher ratings by their bosses when they used impression management strategies. However, employees who used impression management but had low political skill scores received less positive performance reviews from their managers. These studies and numerous more show the significance of political skill in relation to a number of dimensions, including job satisfaction, job stress, and leader effectiveness.

Additionally, it was argued that politically skilled leaders would be able to identify and then exhibit the situationally appropriate leader behavior given their followers, desired outcomes, and available resources. As a result, it was argued that adopting the proper circumstance-specific leader behaviors would increase the effectiveness of politically skilled leaders; findings backed up this claim (Wihler, Frieder, Blickle, & Wihler, 2016). Particularly, followers' evaluations of transformational and transactional leadership conduct served as a mediating factor between the beneficial effects of a leader's political skill on both leadership effectiveness and follower satisfaction. Similarly, Blickle, Schütte, and Wihler (2018) found initiating structure and consideration behaviors such as task- and relationship-oriented behaviors to mediate the positive relationship between the interactive effect of leader position power and leader political skill and followers' job satisfaction.

Lastly, the researcher claims that leaders with political skill would be better able to disguise their ambitions for advancement into task-oriented behavior, which in turn would be positively related to followers' satisfaction with their leader and followers' perceptions of institutional effectiveness. Findings from a sample of German



headmasters and the teachers who worked under them provided strong support for the aforementioned relationship (Kapoutsis, 2016).

Network ability is the first domain. The capacity to build relationships with people is meant by this. High networkers have close relationships with many people, even powerful colleagues. They excel at using their networks to find the resources required to complete both personal and organizational responsibilities (Cairns, 2017). In a similar vein, Towler (2019) claimed that people with this skill cultivate friendships and produce productive working relationships by winning support, settling disputes, and managing conflict. They recognize the value of genuine connections over passing acquaintances. Employees that are adept at networking know when to ask for favors and are seen as being willing to return the favor.

Interpersonal influence is the second domain. This is characterized as the capacity to persuade others through an engaging interpersonal style. Leaders with great interpersonal influence are particularly adept at building rapport, effectively communicating with others, and as a result, influencing others positively. Increasing their popularity allows them to more readily influence others (Braddy & Campbell, 2013). Furthermore, Towler (2019) suggested that those who are politically astute exhibit interpersonal influence by forging close bonds with others. They build strong relationships with the people in the organization and use good discernment to know when to be aggressive, which leads to more harmonious interactions. Despite not being overtly political, they have an impact on others. They are adept at playing the political game fairly and with ease. Additionally, those with political savvy are effective in the long run because they work together to make sure that everyone wins rather than acting in a manipulative manner. In the end, their activities are consistent with the organization's objective (de Lacerda, 2015).

Social astuteness is the third domain. This refers to the capacity to see and fully comprehend people. Leaders that are socially astute are adept at interpreting non-verbal cues and have a keen intuition for others' motivations (Robbins & McFarland, 2017). Similar to this, Towler (2019) noted that politically astute people exhibit social acuity by being astute observers of others and social settings. They exhibit good intrapersonal and interpersonal abilities because they comprehend the mechanics of social interactions and can appropriately judge both their own behavior and that of others. They are situational savvy and highly self-aware.

Furthermore, according to a study, those who are more socially adept are better at recognizing and interpreting important social cues and comparing them to their interactional objectives (Bradshaw, 2015). Highly socially intelligent people are better at understanding who has the resources needed to complete tasks and the most effective ways to get those people to share those resources in the context of workflow relationships. By accurately identifying the information categories that are most important and valuable, connecting with people who have more and more useful information, and exercising appropriate judgment while giving information, people can more effectively establish communication partnerships. Likewise, those who are socially astute are better able to target potential connections strategically because they have a greater understanding of the viewpoints and interests of powerful people inside an organization. Previous studies have linked higher levels of social intelligence



to better job performance reviews and higher hierarchical positioning (Lvina, Maher, & Harris, 2017). In all three organizational networks, it is therefore expected that social intelligence is associated with high engagement, such as sending ties, and popularity, such as receiving ties.

Apparent sincerity is the fourth domain. Being open, real, and honest with others is necessary for this. Leaders that appear sincere feel their word is their bond and keep their commitments (Frieder & Basikl, 2017). Employees exhibit high levels of honesty, authenticity, and sincerity, according to Towler (2019), who also noted this. They instill trust and confidence because they are open, forthright, and honest. In their relationships with the group's members, they are sincere.

Additionally, politically savvy people present a real, genuine appearance, which is a trait that defines them (Jalamana, 2019). This tactful and modest personal manner is the outcome of a skillfully selected and carried out social reaction that fosters trust in others. Sincerity and consequently trust in the relationships pertaining to the workflow give the individual access to resources from others who are not otherwise required or motivated to support work efforts. Sincerity fosters trust that information sharing will be for the benefit of the sharer or the organization as a whole, not just for the politically savvy individual's self-interest, in communication-rich relationships. Friendships develop through genuine interaction between people who have common interests, therefore it helps if someone seems sincere (Bradshaw, 2015). Since apparent honesty is linked to hierarchical positioning in organizational networks (Ferris et al., 2012), it is most likely connected to central positioning. Therefore, it follows that seeming sincerity will correlate with strong participation and popularity across all three interest networks.

Correlation Between Measures

According to the findings of a meta-analysis, political competence is associated to contextual job performance and innovative behavior (Bing, Davison, Minor, Novicevic, & Frink, 2011). Furthermore, long-term research demonstrated that emotional development predicted political aptitude (Blickle, Fröhlich, Ehlert, Pirner, Dietl, Hanes, & Ferris, 2011). Researchers found a statistically significant correlation between emotional stability and political acumen in a military staff situation (Ohlsson, Hedlund, & Larsson, 2016). According to research by Nurhayatia, Thoyib, and Noermijati (2017), increased organizational politics conceptually understood will weaken organizational commitment. The detrimental consequences of perceived organizational politics on organizational commitment can, however, be managed by team members with strong political acumen. If the political will of the individual was added, this state would be worse.

As the middle manager's perceived ability to exhibit particular behaviors rises, political skill also helps to boost confidence, which is likely to have a beneficial impact on the middle manager's role-breadth self-efficacy (Jawahar, Stone, & Kisamore, 2007). A politically astute middle manager may also use this talent to design an environment at work that encourages more creative and inventive behavior, such as job autonomy. According to Morgeson, Delaney-Klinger, and Hemingway (2005), work innovative behavior and role breadth self-efficacy are positively associated, and it is assumed that political competence is favorably correlated with a manager's work innovative



conduct. Additionally, researchers have observed that individuals' political skills are related to expectations being satisfied, such as helping others in social exchange interactions and responding to and reciprocating cooperation (Dana, James, Zaboja, & Ferris, 2012). Further, according to Cropanzano and Mitchell (2005), persons who possess political skill build exchange ties with others and are compelled to reciprocate by engaging in discretionary and extra-role actions that are advantageous for their coworkers.

An employee must also have the contextual political skill that enables effective use of their emotional endowments in order to acquire the core relational skill of emotional maturity. If an emotionally intelligent person is unaware of the social undercurrents at work, they risk failing. In other words, a politically skilled leader may be adversely affected by an emotionally mature administrator who lacks the social skills, networking prowess, or outward sincerity to leverage his or her emotional endowments (Kimura, 2015). This demonstrates the connection between political acumen and emotional maturity. In a similar vein, Sunindijo and Maghrebi (2020) discovered a relationship between emotional maturity and political acumen. Therefore, when managing stakeholder relationships in the context of the construction business, project staff should practice emotional maturity to increase their political competence.

Theoretical Framework

The Social Cognitive theory (Bandura, 1986), which offers a framework for understanding, forecasting, and altering human behavior, served as the foundation for this investigation. People have two expectations about behavior, goes this notion. The first has to do with one's expectations of their capacity to carry out a specific conduct, like self-efficacy. The second includes the results that can be anticipated from the specific behavior.

The Social Influence theory by Levy, Collins, and Nail (1998), which holds that those with political skill are better able to influence others to attain desired results and goals than those without political skill, also lends credence to this. According to this hypothesis, people work hard to create and maintain meaningful social connections.

The Model of Personal Control by Greenberger and Strasser (1986), which contends that people actively fill the gap between the control they have and the control they would want to have in a job, also lends credence to this. The concept proposes that an employee will use cognitive and behavioral reactions as a direct reaction to the imbalance until the ratio is balanced after making this first estimate of the ratio between control wanted and possessed. With this theory as a foundation, it is proposed that employees actively attempted to frame their workplace in positive terms in order to strengthen the link between the socialization of the company and their own perception of fit with the company. These employees actively made the decision to reframe the socialization tactics of the company in a positive light in order to achieve the state of homeostasis within the framework of the personal control model because they desired more control over the relationship between socialization tactics and their perceived fit.



Conceptual Framework

The measured or observable variables in the structural equation model were represented by rectangles, whilst the latent constructs or unmeasured variables were represented by ellipses. The e , on the other hand, stands for the measurement error of the variable.

Exogenous (independent) and endogenous (dependent) variables made up the two categories of latent constructs used in the postulated models. The endogenous variable in this study is political competence, while the exogenous factors were emotional maturity, work innovative behavior, and organizational dedication. Latent variables cannot be directly measured because they are not immediately observable. As a result, each latent construct has connections to numerous measurements or seen variables. As a result, the study's main focus was on the length of the regression lines connecting the latent variable to the observed variables.

The latent emotional maturity has five observed variables (Montero, 2012), namely: emotional instability, emotional regression, and social maladjustment. Furthermore, a person with personality disintegration perceives inferiority and thus reacts to the environment through aggression and destruction, as well as having a distorted sense of reality; and lack of independence describes a person who exhibits parasitic dependence on others as egoistic and lacking objective interests. People regard them as untrustworthy. Furthermore, Ramamoorthy, Flood, Slattery, and Sardessai (2005) examined work creative behavior in terms of met expectations, procedural justice perceptions, and job autonomy. Meanwhile, Jaron, Sandoval, and Garcia (2015) defined organizational commitment as affective commitment, normative commitment, and continuity commitment.

The dependent variable, on the other hand, was public secondary school teachers' political competence, which included network capacity, interpersonal influence, social astuteness, and seeming sincerity (Ferris, Treadway, Kolodinsky, Hochwarter, Kacmar, & Douglas, 2005).

The Hypothesized Model 1 depicted in Figure 1 reflected the direct causal link between exogenous and endogenous factors.

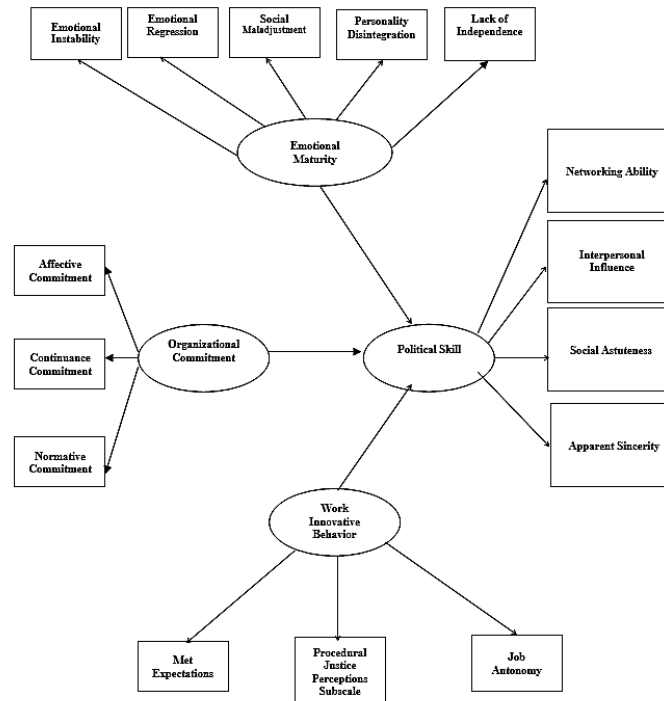


Figure 1: A Model Showing Direct Causal relationship of Exogenous Variables on the Endogenous Variable

RESEARCH METHOD

In this study, the researcher utilized the quantitative research design with descriptive correlation and Structural Equation Modeling. Quantitative research approaches emphasized numerical and static data, as well as detailed, convergent reasoning rather than divergent reasoning (Brians, Willnat, Manheim, & Rich, 2011). Quantitative design is sometimes defined as the systematic empirical analysis of observable events using statistical, mathematical, or computer tools (Given, 2008). Meanwhile, descriptive design was used to gather information about the present status or trend and deal with what was prevailing. Also, it described and interpreted the variables under investigation (Calderon & Gonzales, 2013). In this context, it described the level of emotional maturity, work innovative behavior, organizational commitment, and political skill of public secondary school teachers. Additionally, correlation design was used by the researcher to measure the degree of association between two or more variables or sets of scores (Creswell, 2012). This study attempted to establish a relationship between emotional maturity, work-innovative behavior, organizational commitment, and political skill, with the goal of determining whether emotional maturity, work-innovative behavior, and organizational commitment have a significant impact on the political skills of public secondary school teachers. Furthermore, Structural Equation Modelling was used in this work. It is a multivariate technique that combines multiple regression (evaluating reliance links) with component analysis to estimate a sequence of interrelated dependence relationships at the same time (Hair et al., 2010). This investigated the hypothesized model and established the best fit model of political skill among public secondary school teachers in the setting of the study. The following indices were used to assess the goodness of fit of the hypothesized models: Chi-square/degrees of freedom (χ^2/df), Goodness of Fit



Index (GFI), Normed Fit Index (NFI), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), and Root Mean Square Error of Approximation.

The researcher proposed to conduct the study in the Davao Region, where the researcher lives in the said region. The study's participants were Davao region public secondary school teachers who were selected through stratified random sampling. Meanwhile, in selecting respondents, this study adheres to its inclusion and exclusion criteria. The inclusion criteria cover only school instructors in Davao Region possessing a plantilla item were regarded as respondents for the study. He or she must also have taught at the school for at least a year. The exclusion criteria, on the other hand, barred school instructors from becoming respondents if they lived outside Davao Region. Furthermore, SIC and TIC were not eligible to participate in the study. A school instructor with less than a year of experience was also not considered a respondent in this study.

In achieving the objectives of this study, four sets of questionnaires that were downloaded from the internet were adapted and modified following the five-point Likert scale system. The first adapted research data gathering instrument is emotional maturity developed by Montero (2012). The second survey questionnaire is the work health consciousness adapted and modified from the study of Ramamoorthy, Flood, Slattery, and Sardessai (2005). The third survey questionnaire is the organizational commitment adapted and modified from the study of Jaron, Sandoval, and Garcia (2015). Lastly, the fourth and last survey questionnaire is the political skills adopted and modified from the study of Ferris et al (2005). To make the instrument more contemporary, it was validated by six expert validators with an overall rating of 4.425 or Excellent. Pilot testing was conducted after validation, and to verify the validity of the questionnaires, Cronbach's alpha was used.

Several procedures were performed in gathering and collecting the data needed in this study. The first procedure was to acquire consent from the office of the Regional Director, Region XI. Once approved, letters addressed to the different Divisions of the Davao Region were sent. On the other hand, pilot testing of the questionnaire was conducted at one of the public secondary school in Davao City. This was to determine the consistency of the items measured in the instrument. After Cronbach alpha was determined, the actual survey was conducted through an online platform based on the adapted survey questionnaire. The 438 responses were retrieved by downloading them, which were collated, encoded, and tabulated. Lastly, analysis and interpretation of data wherein results were analyzed and interpreted with the help of a statistician, then based on the analysis, conclusions and recommendations were formulated based on the purpose of the study.

The gathered data were properly classified, analyzed, and interpreted using the following statistical tools: mean was utilized to determine the level of emotional maturity, work innovative behavior, organizational commitment, and political skill of public secondary school teachers.; pearson r was used to determine if there exists a significant relationship between emotional maturity, work innovative behavior, organizational commitment, and political skill of public secondary school teachers; regression was used to determine the significance of the influence of emotional maturity, work innovative behavior, and organizational commitment on the political skill of public



secondary school teachers; and Structural Equation Modeling was used to test the hypothesized model and to determine the best fit model of political skill of public secondary school teachers.

The following Goodness of Fit indices was used to evaluate SEM results. All of the values of the provided indices must fall inside each criterion to get the best fit model: Chi-square (large value); P value (> 0.05); Chi Square/Degrees of Freedom (CMIN/DF) ($0 < \text{value} < 2$); Normative Fit Index (> 0.95); Comparative Fit Index (> 0.95); Goodness of Fit Index (> 0.95); Tucker-Lewis Index (> 0.95); Root Mean Square Error of Approximation (RMSEA) (< 0.05); P close (> 0.50)

RESULTS AND DISCUSSIONS

The emotional development of teachers in public secondary schools was shown in Table 1. It had a 4.03 total mean rating, which is considered high. This showed that school teachers frequently display emotional maturity. The indicators of emotional maturity highlighted the following mean ratings: lack of independence with a 3.89 mean rating, emotional regression with a 4.14 mean rating, emotional instability and social maladjustment with a 3.96 mean rating, and personality disintegration with a 4.41 mean rating labeled as very high. These metrics were deemed to be high.

Table 1: Level of Emotional Maturity of Public Secondary School Teachers

Indicator	SD	Mean	Descriptive Level
Emotional instability	0.65	3.96	High
Emotional regression	0.56	4.14	High
Social maladjustment	0.56	3.96	High
Personality disintegration	0.50	4.20	Very High
Lack of independence	0.56	3.89	High
Overall	0.39	4.03	High

The degree of creative behavior at work is displayed in Table 2. The findings demonstrated a very high degree of work-innovative conduct as perceived by the school teachers, and the results' overall mean score of 4.26 indicated that work-innovative activity is consistently noticeable among school instructors. The level of work inventive conduct that fulfilled expectations had the greatest mean score, or 4.42, or very high, followed by job autonomy, or 4.23, or very high, and procedural justice perception, or 4.14, or high, with the lowest mean score.

Table 2: Level of Work Innovative Behavior of Public Secondary School Teachers

Indicator	SD	Mean	Descriptive Level
Met expectations	0.51	4.42	Very High
Procedural justice perceptions	0.52	4.14	High
Job autonomy	0.45	4.23	Very High
Overall	0.37	4.26	Very High

The level of organizational commitment as viewed by school teachers is shown in Table 3, where it is defined as extremely strong. This is supported by the table's overall mean score of 4.26, which showed that organizational commitment is always apparent. More specifically, the domain with the highest mean score of 4.05, or high, is the level of organizational commitment in terms of affective professional engagement. Additionally, normative professional commitment received the lowest mean rating of 3.89, which was classified as strong, while continuation professional commitment recorded a mean score of 3.95 or high.

Table 3: Level of Organizational Commitment of Public Secondary School Teachers

Indicator	SD	Mean	Descriptive Level
Affective Professional Commitment	0.65	4.05	High
Continuance Professional Commitment	0.63	3.95	High
Normative Professional Commitment	0.63	3.89	High
Overall	0.42	3.96	High

The level of political expertise of school teachers is demonstrated in Table 4. This is assessed in terms of social intelligence, network stability, interpersonal impact, and seeming sincerity. The chart indicates that school teachers' political acumen in terms of seeming sincerity received the highest mean score, 4.43. The next three domains are interpersonal influence or very high with a mean score of 4.21, social astuteness with a mean score of 4.14 or high, and network ability with a mean score of 4.05 or high, in that order.

Table 4: Level of Political Skills of Public Secondary School Teachers

Indicator	SD	Mean	Descriptive Level
Network ability	0.64	4.05	High
Interpersonal influence	0.50	4.21	Very High
Social astuteness	0.57	4.14	High
Apparent sincerity	0.45	4.43	Very High
Overall	0.30	3.17	High

Table 5 shows the considerable correlation between the political aptitude and emotional maturity levels in Region XI-Davao. With an overall correlation value of 0.511, which is significant at a 0.05 level of significance, the overall result demonstrated that emotional maturity has a substantial link with political skills. The null hypothesis is therefore disproved. This indicates that there is a strong correlation between instructors' political acumen and emotional maturity.

In particular, all of the indicators of the independent variable, emotional maturity, which is correlated with political skill, were found to be significant at the 0.05 level of significance, with emotional maturity having a correlation coefficient of 0.201, emotional regression having a correlation coefficient of 0.318, social maladjustment having a correlation coefficient of 0.455, personality disintegration having a correlation coefficient of 0.463, and lack of independence having a correlation coefficient of 0.366.

Table 5.1: Significance on the Relationship between Emotional Maturity and Political Skills of Public Secondary School Teachers

Emotional Maturity	Political Skills				
	Network Ability	Interpersonal Influence	Social Astuteness	Apparent Sincerity	Overall
Emotional Instability	.099* .039	.203** .000	.199** .000	.163** .001	.201** .000
Emotional Regression	.182** .000	.358** .000	.379** .000	.185** .000	.318** .000
Social Maladjustment	.393** .000	.353** .000	.384** .000	.253** .000	.455** .000
Personality Disintegration	.231** .000	.516** .000	.265** .000	.322** .000	.463** .000
Lack of Independence	.348** .000	.302** .000	.355** .000	.133** .005	.366** .000
Overall	.355** .000	.489** .000	.453** .000	.300** .000	.511** .000

The importance of the association between political abilities and work innovative behavior when the two variables are connected is displayed in Table 5.2. A substantial association between work innovative behavior and political abilities can be inferred from the overall result.

This relationship has a significant r-value of 0.597 and a p-value that is below the significance level of 0.05. The null hypothesis was disproved by this. The research specifically demonstrates that the probability value for the three categories of innovative activity at work is 0.000 in terms of political skills. It is clear that perceptions of procedural justice had the greatest r-value, at .53, followed by perceptions of job autonomy, at 0.487, and expectations met, at 0.328.

Table 5.2: Significance on the Relationship between Work Innovative Behavior and Political Skills of Public Secondary School Teachers

Work Innovative Behavior	Political Skills				
	Network Ability	Interpersonal Influence	Social Astuteness	Apparent Sincerity	Overall
Met Expectations	.247** .000	.233** .000	.251** .000	.253** .000	.328** .000
Procedural Justice Perceptions	.490** .000	.337** .000	.265** .000	.326** .000	.530** .000
Job Autonomy	.322**	.377**	.230**	.409**	.487**



	.000	.000	.000	.000	.000
Overall	.474**	.418**	.334**	.435**	.597**
	.000	.000	.000	.000	.000

The considerable correlation between organizational commitment and political savvy of educators in Region XI-Davao Region is shown in Table 5.3. The total finding demonstrated a significant association between organizational dedication and political skills, with a correlation coefficient of 0.131 and a p-value of .023, which is less than .05. The null hypothesis is therefore disproved. One may argue that there is a strong correlation between organizational loyalty and teachers' political acumen.

Two indicators were found to be significant at the 0.05 level of significance, with affective professional commitment having a correlation coefficient of 0.173 and normative professional commitment having a correlation coefficient of 0.098, in particular when the indicator of the independent variable, organizational commitment, is correlated with political skills. A p-value larger than .05 in the level of significance shows that there is no correlation between political abilities and continued professional commitment, nonetheless. Although the variables appear to have an inverse connection, the p-value is not significant.

Table 5.3: Significance on the Relationship between Organizational Commitment and Political Skills of Public Secondary School Teachers

Organizational Commitment	Political Skills				Overall
	Network Ability	Interpersonal Influence	Social Astuteness	Apparent Sincerity	
Affective Professional Commitment	.145**	.084	.280**	.155**	.173**
	.002	.079	.000	.001	.000
Continuing Professional Commitment	.045	-.117*	-.100*	-.027	-.035
	.343	.014	.037	.577	.465
Normative Professional Commitment	.021	-.111*	-.046	-.167**	.098*
	.658	.021	.332	.000	.040
Overall	.108*	-.069	.072	-.016	.131
	.024	.147	.134	.739	.023

The degree to which emotional maturity, job innovation, and organizational commitment are predictive of teachers' political skills is shown in Table 6. According to the investigation, the work-innovative standard coefficient has the greatest beta of 0.455. With a 0.242 correlation, it shows that work innovative behavior has a greater impact on political abilities than emotional maturity.

On the other hand, organizational dedication has little effect on teachers' political acumen. If the p-value is significant, it is assumed that a unit increase in organizational commitment is associated with a .013 loss in political abilities.

Table 6: Extent of Influence of Emotional Maturity, Work Innovative Behavior, Organizational Commitment on Political Skills of Public Secondary School Teachers

Political Skills		B	β	t	Sig.
Exogenous Variables					
Constant		.917		5.459	.000
Emotional Maturity		.184	.242	5.219	.000
Work Innovative Behavior		.367	.455	9.784	.000
Organizational Commitment		-.013	-.018	-.484	.629
R	.628				
R²	.394				
ΔR	.390				
F	94.235				
p	.000				

The regression model is also significant, as shown by the F-value of 94.235 and the associated p-value of 0.000. As a result, the null hypothesis is rejected. One could claim that there is a factor that predicts the political savvy of educators in Region XI-Davao.

Additionally, the R² of 0.394 indicates that the predictor variables emotional maturity, work innovative behavior, and organizational commitment account for 39.4% of the variation in political skills. The greater the R-squared, the more variability the model is generally able to explain. The value also shows that the model matches the data. On the other hand, other factors outside the scope of this study are responsible for 60.60% of the diversity in political skills.

Summary of Goodness of Fit Measures of the Five Generated Models

The summary of the model fitting utilizing causal modeling was shown in Table 7. A model is deemed to be well-fitted if it has a high chi-square value, a large Normative Fit Index (NFI) value, a large Comparative Fit Index (CFI) value, and a value larger than 0.90 with RMSEA less than 0.05. Lack of fit among the provided variables indicated inactivity on the variables under inquiry. Notably, extra attention is paid to the factors that have a substantial impact on instructor behavior in order to modify the model.

The results of the causal model 1 are as follows: 7.675 for the chi-square value, 0.618 for the NFI, 0.647 for the CFI, .849 for the GFI, .579 for the TLI, and 0.124 for the RMSEA, with a p-value of 0.000. The findings indicated that the model is inadequate since any of its values does not satisfy the required threshold. Results point to how causal model 2 should be tested.

The output of causal model 1 served as the foundation for the development of causal model 2. Based on the data shown in the table, the second causal model was still deemed to have a poor fit because the values are still above



the threshold, with a chi-square value of 5.516, an NFI of 0.729, a CFI of 0.764, a TLI of .715, a GFI of .875, an RMSEA of 0.102, and a p-value that is still less than 0.05.

The results of some of the indices in causal model 2 were used to create the third causal model, although its chi-square value of 5.516, NFI of 0.729, CFI of .764, TLI of .715, GFI of .875, RMSEA of .102, and p-value of .000 show a poor fit. As a result, it was still determined that the third model is subpar, and a different model was explored.

As a result of causal model 3's poor fit, another model was created and tested. Model 4 likewise obtained a chi-square with a value of 7.316, NFI of .640, CFI of .675, TLI of .601, GFI of .846, RMSEA of 0.12, and a p-value of 0.000, which is below its normal value. As a result, it still suggests a poor match and justifies modification and the creation of a new model.

The optimal model was finally achieved with the change of Model 4 and had the following metrics: chi-square = 1.563, NFI = 0.954, CFI = 0.978, TLI = .961, GFI = .985, RMSEA = 0.052, and p-value = 0.825. Model 5 is the ultimate model for school teachers' political acumen because all of the results satisfied the required threshold of a perfect fit.

Table 7: Summary of Goodness of Fit Measures of the Five Structural Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	7.675	.849	.647	.618	.579	.124	.000
2	.000	5.516	.875	.764	.729	.715	.102	.000
3	.000	5.516	.875	.764	.729	.715	.102	.000
4	.000	7.316	.846	.670	.640	.601	.120	.000
5	.052	1.563	.985	.978	.954	.961	.036	.825

Legend:

CMIN/DF–Chi-Square/Degrees of Freedom

NFI–Normed Fit Index

GFI– Goodness of Fit Index

TLI -Tucker-Lewis Index

RMSEA –Root Mean Square of Error Approximation

CFI- Comparative Fit Index

Model 1 showed the direct causative linkages between the latent endogenous variable, political skills, and the latent exogenous variables, namely emotional maturity, work innovative behavior, and organizational dedication. The association between these exogenous variables was also highlighted. Model 1 is not the best fit model since it was unable to obtain the required model fit indices. There should be another model created.

Model 2 demonstrated the relationship between the latent endogenous variable, political skills, and the latent exogenous variables emotional maturity, work innovative behavior, and organizational dedication. Model 2 failed

to reach the required levels of model fit; hence it is not the model that fits the data the best. There should be another model created.

Model 3 showed the direct causative links between the latent endogenous variable, political skills of school teachers, and the latent exogenous variables, namely emotional maturity, work innovative behavior, and organizational dedication. The correlation between these exogenous factors is also included. The model fit indices did not reach acceptable levels; hence it did not satisfy the requirements for the best fit model. This calls for the creation of a new model.

In model 4, it can be seen that only organizational commitment showed a beta value of -0.957 out of the three latent exogenous variables. Thus, the negative beta value indicates that organizational commitment has a small effect. Model 4 is not the best fit model, however, because the fit indices did not reach the required levels. This calls for the creation of a new model.

Best Fit Model

Work creative behavior has the highest beta among the three latent exogenous variables in the derived best fit model, with a value of 0.408 . Organizational commitment, on the other hand, has the weakest beta with a negative value of -1.00 . This indicates that while organizational commitment continued to have a minimal impact as indicated by having a negative beta value, work creative conduct has a stronger influence on the latent political skills.

As was seen, model 5 demonstrated a satisfactory match when examined separately, such as using $NFI = 0.954$, $TLI = 0.961$, $CFI = 0.978$, and $GFI = 0.985$, where it met the requirement. Furthermore, it passed the CMIN/DF test with a value of 1.563 , but its p-value of 0.052 is still statistically significant. Similar to that, it likewise exceeded 0.05 and passed the P-Close. Additionally, it passed the RMSEA value when the result was less than 0.05 . Overall, the model met the best fit requirements. Therefore, the model is the one that best fits the data to explain how instructors can influence policy.

CONCLUSION AND RECOMMENDATION

Because the study goes through the processes of model design, model estimation, and model evaluation, the adoption of a structural equation model increased the accuracy and thoroughness of this research. Private school teachers in Region XI believe that there is a high degree of emotional maturity, a very high level of work innovation behavior, a high level of organizational dedication, and a high level of political savvy. The emotional development, inventive behavior at work, organizational dedication, and political savvy of educators in the Davao region are significantly correlated. The Davao region's school teachers' political skills are significantly predicted by their work-innovative behavior and emotional maturity. Model 5 most closely matches the political savvy of educators. It passed all the requirements for a reasonable fit, making it the most frugal model. The findings supported the Social Influence theory, which Levy, Collins, and Nail (1998) proposed that people with political skills are better

able to influence others to attain desired results and goals. According to this hypothesis, people work hard to create and maintain meaningful social connections.

Based on the conclusions drawn, it is recommended that first, educators in public schools could continue to develop their political savvy, organizational dedication, and emotional maturity. They might routinely engage in creative work practices at their separate places of employment. Second, policies could be created to examine openness and the degree to which public school teachers are engaging in political activity. Third, teachers' emotional maturity, work innovation, organizational dedication, and political savvy may be closely monitored and evaluated on a regular basis. This might foster an environment where greatness can flourish in this regard. Fourth, programs might be created to preserve teachers' emotional development, work-related innovation, and organizational dedication. This preserves the political talents of school teachers in a balanced manner. Fifth, to confirm the findings of this study, future researchers may carry out additional research on populations of different school teachers. In addition to the variables utilized in this study, they may use other variables or factors that could also have an impact on school teachers' political acumen.

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