LEADERSHIP STYLES, LEVELS OF ORGANIZATIONAL COMMITMENT AND TEACHING PERFORMANCE

Leadership Styles, Levels of Organizational Commitment and Teaching Performance

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Abstract

Today's educational system of organization, leadership stands gradually as more relevant. It is the core element of all educational institutions. Moreover, this is an essential variable for the goal of having quality education. Considering this fact in delivering quality education through effective leadership in the new normal, this study aimed to determine the levels of respondents' leadership styles, levels of organizational commitment and teaching performance of Initao North and South District teachers. Descriptive-correlational research design was used in determining the level of respondents' leadership styles, levels of organizational commitment and teaching performance of Initao North and South District teachers. It was revealed that the demographic profile and leadership styles, the best predictors of levels of organizational commitment were authoritative, democratic and facilitative. Therefore, these leadership styles were significantly predicting the levels of organizational commitment. The better the leadership styles the deeper the organizational commitment presented and vice versa. In like manner, the best predictors of levels of organizational commitment as to demographic profile and leadership styles, results revealed that age and years of service best predict organizational commitment in demographic profile. Furthermore, it was concluded that Facilitative Leadership Style best predicts the teaching performance of the respondents.

Keywords: *leadership styles, organizational commitment, teaching performance, teachers*

Introduction

Today's educational system of organization, leadership stands gradually as more relevant. It is the core element of all educational institutions. Moreover, this is an essential variable for the goal of having quality education. Schools have leaders who positively and consistently influence more stakeholders resulting in high level of teacher's performances and student's achievements. Hence, the organization's effectiveness relies upon the job satisfaction of its employees and the leadership styles present in an organization.

As stipulated in DepEd Order No. 42, s. 2007 about the revised guidelines of the selection, promotion and designation of school leaders, expected possession of leadership dimensions are educational, people and strategic leadership. In connection with this, educational leaders should avail Excellence in School Leadership (eXCELS) Program of SEAMEO INNOTECH under DepEd Memorandum No. 18, s. 2012, that is offered to provide DepEd school heads and other educational managers with opportunities for continuing education and training in advanced level tasks. As a result, an effective school leader then promotes good relationships towards the teachers working with him or her. Initao North and South District have produced productive individuals who were products of leadership styles over the past decades. With the arising issues and concerns regarding school management, school leaders have become the center of compliance of teachers to commit hard work and serve quality education.

Teachers were more productive when governed by productive school leaders. On the contrary, schools with low and inconsistent leadership management have stayed stagnant of performance and progress. The levels of respondents' leadership styles present in Initao North and South District have continuously become an issue of teachers whether to perform better or to remain compliant in the service. With this scenario, the problems related to levels of leadership styles and organizational commitment present in each school in the entire district were stressed out in this study.

Leadership styles can be classified as authoritative, democratic, laissez-faire and facilitative (Al Rahbiet al., 2017). These leadership styles have contributed to most organizations to be successful institutions in the academic pursuit. As proven and supported in academic researches, school leaders have influenced teachers in every aspect of work inside and outside the school. With this, the teacher's inner drive of upholding the Department of Education's vision, mission and goal has been observed in the performance of the learners. From the educational organization, leadership could be maximized to produce potential leaders embodying greater and emulating qualities in organizing school personnel particularly teachers. Significantly, school leaders have the greater impact on the progress of the teacher's level of organizational commitment and teaching performance to the learners. Considering this fact in delivering quality education through effective leadership in the new normal, this study aimed to determine the levels of respondents' leadership styles, levels of organizational commitment and teaching performance of Initao North and South District teachers.

Research Questions

This study aimed to determine the level of respondents' leadership styles, levels of organizational commitment and teaching performance of teachers from Initao North and South District in the Division of Misamis Oriental, S.Y. 2022 - 2023. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of age, sex, years of service and position?
2. What is the level of respondents' leadership style in terms of authoritative, democratic, laissez-faire, and facilitative styles?

3. What is the respondents' level of organizational commitment as to affective, normative, and continuance?
4. What is the teaching performance of the respondents during the school year 2021-2022 using the Individual Performance and Commitment Rating Form?
5. Is there a significant relationship between the respondents' level of organizational commitment, demographic profile, and leadership styles?
6. Is there a significant relationship between the respondents' teaching performance, demographic profile, and leadership styles?
7. Which of the demographic profile and leadership styles best predict levels of organizational commitment?
8. Which of the demographic profile and leadership styles best predict levels of teaching performance?

Methodology

Research Design

A descriptive-correlational research design was used to determine the respondents' leadership styles, levels of organizational commitment, and teaching performance of Initao North and South District teachers. The descriptive survey method was used, wherein the acquisition of information was taken from every member of the teacher-respondents' population by answering questions that best describe the level of respondents' leadership styles, levels of organizational commitment, and teaching performance. Correlation design was used to find the relationship and best predictors of independent variables such as demographic profile and leadership styles as well as levels of organizational commitment and performance rating as dependent variables of the study.

Respondents

The subjects of the study involved kindergarten to grade 6 teachers of Initao North and South Districts who are currently employed and assigned during the school year 2022-2023. This study focused on the respondents' leadership styles, levels of organizational commitment, and teaching performance of Initao North and South District teachers. There were one hundred sixty-seven (167) teachers as respondents of the study; 35 were male teachers, and 131 were female teachers, as shown in table 1. A random sampling technique was used in the study. These teacher-respondents were chosen in the study as to determine the levels of respondents' leadership styles that correlates to their levels of organizational commitment and teaching performance. Probability sampling, such as random sampling, was used in the study for kindergarten to Grade 6 teachers in Initao North and South District as respondents of the study. A letter requesting for the conduct of the study was addressed to the supervisor and the school heads and the school-in-charge of Initao North and South Districts. It sought permission to make available the list of kindergarten to Grade 6 teachers. A schedule was then confirmed for the conduct of the study through printed questionnaires distributed per schools on a given scheduled.

Table 1. *Respondents of the study*

Initao North and South Schools	*No. of Teachers*	*Random No. of Respondents*
Aluna Elementary School	7	5
Andales Integrated School	15	10
Casilihon Elementary School	4	2
Gimangpang Integrated School	15	12
Initao Central School	74	60
Jampason Elementary School	15	9
Kanitoan Elementary School	7	5
Kamelon Elementary School	7	5
Kalacapan Elementary School	8	6
Oguis Elementary School	8	6
Pagahan Elementary School	8	6
Pontacon Elementary School	7	5
San Pedro Elementary School	8	6
Sinalac Elementary School	7	5
Tawantawan Integrated School	23	18
Tubigan Elementary School	9	7
Total	222	167

Instruments

An adopted and modified questionnaire was used to gather the data which was patterned after that of the conducted related studies of Leadership Behavior using the questionnaire LBDQ -form XII 1962, Leadership Styles Questionnaire from Choosing Change Website, (2020) and Leadership Theory and Practice by Peter G. Norhouse (2020). For Organizational Commitment, questions to measure commitment and Job Satisfaction, IES Research Fellow was used (Hayday, 2020).

Each component area for leadership styles had ten statements for Authoritative, Democratic, and Laissez-faire, 5 statements for Facilitative, and 8 statements also for organizational commitment. It was provided with a Likert rating scale with the verbal interpretation of 4 - Strongly Agree, 3 - Agree, 2 - Disagree and 1 - Strongly Disagree. The questionnaire was pilot-tested in Naawan

District and the necessary revisions were made in the statements in leadership styles and levels of organizational commitment. This questionnaire was found to have high reliability statistics, which means that it had a highly reliable statement as a questionnaire for the study.

Table 2. *Reliability Analysis of Variables*

Variables	Number Of Questions	Cronbach Alpha	Interpretation
Leadership Style	35	0.905	Reliable
Level of Organizational Commitment	25	0.816	Reliable

Table 2 presents the reliability analysis of variables. The result shows that the questionnaire consisted of 60 questions, which were composed of the leadership style with a Cronbach Alpha value of 0.905 and the level of organizational commitment with 0.816, which indicated that all questions were reliable. The threshold value in the literature is much higher than 0.700. This implied that the participating respondents clearly understood the research questions, and similar questions were answered in the same direction. In research, reliability describes how reproducible or replicable a study is. Significantly, if a study can be repeated and the same results are found, the study is considered reliable. Studies can be reliable across time and samples (Carroll & Goodfriend, 2022).

Procedure

When the questionnaire was finally approved and ready for distribution, the next step would be determining the date as to when and where the questionnaire would be distributed. The researchers prepared a letter request, checked and noted by the adviser, addressed to the superintendent, district supervisor, and school heads of Initao Central School, Andales Integrated School, Tawantawan Integrated School, and Gimangpang Integrated School. The fourteen barangay schools were Aluna Elementary School, Casilihon Elementary School, Jampason Elementary School, Kalacapan Elementary School, Kamelon Elementary School, Kanitoan Elementary School, Oguis Elementary School, Pontacon Elementary School, Pagahan Elementary School, San Pedro Elementary School, Sinalac Elementary School, Tubigan Elementary School and Tagpaco Elementary School for approval in the administration of the adopted and modified questionnaire as research instrument tool.

The researchers administered the survey questionnaire to the teacher-respondents to ensure a 100 percent retrieval rate. The adopted and modified questionnaire was made suitable and for teacher-respondents to understand the importance of the study, and that their honest answers were needed to obtain vital information on their perspectives as specified in the letter request. Immediately after the respondents answered, the questionnaire was collected by the researchers and acknowledged the kindergarten to grade six teachers for their active participation and contribution of the study.

The gathered data was then consolidated for interpretation of the statements of the problem and analyzing the objectives presented in the study. Further revisions of explanation about the result was then carefully elaborated by the researchers to really have substantial findings of the study regarding levels of respondents' leadership styles, levels of organizational commitment and teaching performance.

Data Analysis

Upon retrieval of the answered questionnaires, responses were checked for accuracy and completeness. On the analysis of the data, descriptive and correlational statistical tools was used, with the aid of an appropriate statistical tools that included frequency, percentage, and Chi-square. Data was processed according to the research questions. The frequency and percentage were used to describe the demographic profile of the teacher-respondents (Zulueta & Perez, 2018). The mean and standard deviation was used to describe the respondents' leadership styles, levels of organizational commitment and teaching performance as stipulated in research questions two to four. The Chi-square was used to determine the significant relationship between leadership styles to levels of organizational commitment and teaching performance of Initao North and South Districts Teachers. For the significant relationship of teaching performance, demographic profile and leadership styles, Pearson correlation was used. To determine the best predictors of leadership styles to the teaching performance of teachers and organizational commitment as to demographic profile, regression analysis was used.

Results and Discussion

Problem 1: What is the profile of the respondents in terms of age, sex, years of service, and position?

Table 3 presents the age of the respondents. The result showed that among one hundred sixty-seven teacher-respondents (167), thirty-four (34) (20.3%) of them were in the age range of 40 to 44 years old was found as the highest age range and five (5) (3.2%) was the lowest age range also. The ages 40 to 44 were the highest number of teachers in the study. This age was considered as the middle age from 40 to 45 of Erikson's Psychosocial Stages. During this stage, middle age adults strived to create and nurture things that would outlive them, often by parenting learners and inculcating positive changes that benefit others. The major events such as marriage, work, and child-rearing contributed to this stage and can occur at any point during this age bracket (Cherry, 2022).

In connection with the implication of the result it only showed that these thirty-four (34) teacher-respondents under 40 to 44 years old were categorized as middle-aged adults who are contributing to the next generation, developing relationships with family, making commitments to other people and mentoring others. These key stage characteristics were closely related to the importance of leadership

styles, levels of organizational commitment and teaching performance. This age bracket is implying a good indicator that most of the teacher respondents were contributor, developer, maker and mentor in terms of leadership styles and organizational commitment.

Table 3. *Age of the Respondents*

Age (in Years Old)	Frequency Count	Percentage (%)
25 – 29	24	14.4
30 – 34	26	15.8
35 – 39	21	12.6
40 – 44	34	20.3
45 – 49	20	11.7
50 – 54	23	13.5
55 – 59	14	8.6
60 - 65	5	3.2
Total	*167*	*100.0*

Table 4. *Sex of the Respondents*

Sex	Frequency Count	Percentage (%)
Male	35	21.0
Female	131	79.0
Total	167	100.0

Table 4 displays the sex of the respondents. The result presented that most of the teacher-respondents were female. Out of one hundred sixty-seven (167) teacher-respondents, there were one hundred thirty-one (131) (79%) female teacher-respondents and thirty-five (35) (21%) male teacher-respondents. This result showed that the teaching profession was dominated by female teachers in terms of the highest number in the study. Female teacher's way of teaching are widely believed that female students benefit from particularly when these teachers serve as counter-stereotypical role models (Cardet al., 2022). Similarly, Oco (2022) indicated that teaching profession is still dominated by females. The report of Civil Service Commission (CSC) as quoted by Congressional Commission on Education (CCE) reported in 1991, eighty-four-point two (84.2) percent of the teachers' population was occupied by females. Even the Department of Education record showed that 86% of its employees were women, several studies also revealed that female populace dominated the teaching world.

As to the implication of the relevance of sex to the leadership styles and organizational commitment in this study, it was found to have significantly influence on the existing leadership styles and organizational commitment of the teacher-respondents. As stated in the study of Tariq (2022) about school principal's distributed leadership style, teacher's job satisfaction and organizational commitment in a low-income and underdeveloped country, it was found out that demographic variables such as age, race, gender, and educational level significantly influence job satisfaction.

Table 5. *Years of Service of the Respondents*

Years of Service	Frequency Count	Percentage (%)
1 – 5	41	24.6
6 - 10	52	31.1
11 – 15	21	12.6
16 – 20	21	12.6
21 – 25	11	6.5
26 – 30	14	8.4
31 – 35	5	3.0
36 – 40	2	1.2
Total	167	100.0

Table 5 shows the years of service of the respondents. The result revealed that 31.1% was fifty-two (52) teacher-respondents in the years of service range of 6 to 10 years was found as the highest and 1.2% was from two (2) teacher-respondents in year 36 to 40. This only showed that most teacher-respondents were teaching 6 to 10 years in the service had a novice level. Accordingly, Oco, (2022) found out in his study about leadership styles of school heads and its relationship to school performance that in the aspect of the length of service, 86 out of 161 teachers or 54% were at 0-7 years of teaching. This was followed closely by 16-23 years and 8-15 years of teaching with 29 out of 161 or 18% and 28 out of 161 or 17% respectively. Teachers with 24 years and above teaching service came last with a tally of 18 out of 161 or 11%.

These findings were similarly in lined with the result in Table 3. These data implied that in terms of the teaching experience the majority of the respondents were still at their beginning level, which means that they were still young in the teaching service in the Department of Education. Teachers at this level need to participate and a lot time in various training and seminars to get acquainted with the teaching environment, rules, and regulations of the organization that they are working.

Table 6. *Position of the Respondents*

Position	Frequency Count	Percentage (%)
Teacher I	101	60.4
Teacher II	17	10.4
Teacher III	39	23.4
Master Teacher I	7	4.1
Master Teacher II	3	1.8
Total	167	100.0

Table 6 presents the position of the respondents. The result showed the highest position of the teacher respondents was the Teacher I with one hundred one (101) which is 60.4% of the entire respondents and Master Teacher II with four (3) which is 1.8% and considered as the least. Some studies also proved about this result, a study by Oco, (2022) with teachers and school heads as respondents revealed also that in terms of present position most of the respondents were holding Teacher I-III positions, while least of the respondents have Master Teacher positions and handling Head teacher positions. These data proved that the teacher-respondents were still at the entry level in the Department of Education which was on a teacher I to teacher III position wherein they could change decisions on whether to stay as a teacher or become one of the school leaders in the future. The result hinted that most of the teacher-respondents were Teacher I indicating that a great number of this teaching position was found also in Initao North and South Districts.

Problem 2: What is the level of respondents' leadership style in terms of authoritative, democratic, laissez-faire, and facilitative styles?

Table 7. *Level of Respondents' Leadership Style in terms of Authoritative Style*

Indicators	Mean	$\pm$	SD	Description
1. I believe that employees need to be supervised around, or they are not likely to do their job.	2.58	$\pm$	0.96	Agree
2. It is fair to tell that most employees are lazy.	1.57	$\pm$	0.64	Strongly Disagree
3. I believe that most employees feel nervous about their work and need direction.	1.91	$\pm$	0.74	Disagree
4. I believe that the supervisor is the chief leader of the achievements of the members of the group.	2.78	$\pm$	0.81	Agree
5. Effective supervisors give orders and specify procedures.	3.36	$\pm$	0.60	Strongly Agree
6. I'm happy to act as the spokesperson for our group.	2.94	$\pm$	0.64	Agree
7. I'm determined to push projects forward and get results.	3.19	$\pm$	0.59	Agree
8. I am good at organizing other people.	2.94	$\pm$	0.53	Agree
9. As a rule, leaders should allow employees to assess their own work.	3.18	$\pm$	0.67	Agree
10. I set myself high standards and expect others to do the same for themselves.	2.69	$\pm$	0.86	Agree
Weighted Mean	2.71	$\pm$	0.41	Agree

Note: 3.25-4.00 Strongly Agree   2.50-3.24 Agree   1.75-2.49 Disagree   1.00-1.74 Strongly Disagree

Table 7 presents the respondents' leadership style in terms of authoritative style. The result showed the lowest authoritative leadership style statement was number 2 stating It is fair to tell that most employees are lazy. This statement was found to have a strongly disagree mean of 1.57. The highest authoritative style statement was number 5 indicating "Effective supervisors give orders and specify procedures". It was found to have a strongly agree mean of 3.36 based on the Table 7. The second statement talked about fairness of saying that employees were lazy. It was considered as the lowest since teachers were generally working on various coordinatorship whether curricular or extra-curricular activities in school and at home as stated in the Advice Order given by the Department of Education in a specific division office. This authoritative leadership style statement contradicted to the present duties and responsibilities of teachers. The word lazy does not define their dedication and passion regardless of leadership style present in their school.

The fifth statement indicated a strongly agree mean of 3.36. It talked about effectiveness of supervisors in giving orders and specify procedures. The teacher-respondents found this statement strongly agreeable in the reality since there is an impact of authority coming from supervisors in assigning tasks to teachers. The level of teacher-respondents leadership style in terms of authoritative leadership style fell on the agree with a weighted mean of 2.71 (SD = 0.41). This level indicated that authoritative leadership style can be effective in the field of work of the teachers in terms of giving orders and specify procedures.

Table 8 shows the respondents' leadership style in terms of democratic style. The result showed that second statement was found to have the highest mean of 3.57 (SD = 0.56) with a strongly agree level and the lowest statement was the eleventh number having a mean of 2.42 (SD = 0.78) with disagree level.

The statement initiating guidance without coercion is the key to being a good supervisor yielded the highest strongly agree mean. A good supervisor knows very well his functions. Providing kindhearted guidance without any form of pressure help teachers accomplish tasks. As stated by Chen et al., (2022), supervisors through principal behaviors are supposed to have a firm relation with leadership style. This supports that a good supervision through firm relation will have a relevant impact on the performance. As to democratic leadership style level, it has positive relationship with job satisfaction of teacher (Munir & Iqbal, 2018).

As to the lowest mean, eleventh statement stated about letting employees work employees work problems out on their own in a complex

situation yielded a mean of 2.42 (SD = 0.78). This statement was considered the lowest based on the fact that democratic leadership style allows the employees to make decisions along with sharing them with the group and the manager. In this type of leadership style, praises and criticism are given objectively and a sense of responsibility is also developed among the employees as stated by Al Khajeh (2018) in the study of Elenkor (2002). The level of democratic style yielded a weighted mean of 3.22 (SD = 0.33) indicating an agree scale. This shows that democratic leadership was patronized by teachers in keeping them to be motivated to perform better, as their views and opinions are valued.

Table 8. *Level of Respondents' Leadership Style in terms of Democratic Style*

Indicators	Mean	±	SD	Description
1. I believe that employees want to be included of the decision-making process.	3.51	±	0.60	Strongly Agree
2. Initiating guidance without coercion is the key to being a good supervisor.	3.57	±	0.56	Strongly Agree
3. Most employees want usual and supportive communication from their supervisors.	3.48	±	0.54	Strongly Agree
4. I also believe that supervisors need to help employees handle responsibility for completing their work.	3.44	±	0.52	Strongly Agree
5. It is the supervisor's job to help employees find their passion.	3.01	±	0.68	Agree
6. I believe that people are generally competent and if given a task will do a good job.	3.32	±	0.58	Strongly Agree
7. I believe teams work best when everyone alone and let them do their job.	2.87	±	0.85	Agree
8. I enjoy working on committees.	3.30	±	0.48	Strongly Agree
9. I don't mind how long lectures last, so long as we consider every topic.	3.16	±	0.64	Agree
10. I think all group members should follow by appropriate decisions, so long as we follow proper procedures.	3.30	±	0.58	Strongly Agree
11. In a complex situation, I believe that school leaders should let employees work problems out on their own.	2.42	±	0.78	Disagree
Weighted Mean	3.22	±	0.33	Agree

Note: 3.25-4.00 Strongly Agree 2.50-3.24 Agree 1.75-2.49 Disagree 1.00-1.74 Strongly Disagree

Table 9 displays respondents' leadership style in terms of laissez-faire style. The result showed that the ninth statement has the highest mean score yielded 3.21 (SD = 0.49) with an agree scale and the first statement with a mean score of 2.37 (SD = 0.69).

Seeing from many different perspectives was found to have the highest mean of 3.21 (SD = 0.49) indicating that teacher-respondents considered different views as to management of the school, colleagues and learners. Their views about laissez-faire leaders proved that they are not critically instructed by their leaders at every step. The function of leadership style in trusting members to make appropriate decisions and accepting the trained employees. Thus, seeing from many different perspectives answered their level as to laissez-faire leadership style

Table 9. *Level of Respondents' Leadership Style in terms of Laissez-Faire Style*

Indicators	Mean	±	SD	Description
1. Leadership needs staying out of the way of employees as they do their work.	2.37	±	0.69	Disagree
2. I believe that as a rule supervisors must be given rewards or punishments in order to strengthen them to achieve organizational objectives.	2.64	±	0.73	Agree
3. As a rule, leaders should allow employees to assess their own work.	3.04	±	0.67	Agree
4. Supervisors should give employees complete autonomy to solve problems on their own.	2.79	±	0.71	Agree
5. In most situations, employees prefer little feedback from their supervisor.	2.51	±	0.68	Agree
6. In many cases, it is best to leave employees alone and let them do their job.	2.54	±	0.75	Agree
7. I can take on a leadership role when needed, don't consider myself a 'leader'.	2.72	±	0.68	Agree
8. I'm good at adapting to different situations.	3.13	±	0.54	Agree
9. I can see situations from many different perspective.	3.21	±	0.49	Agree
Weighted Mean	2.77	±	0.34	Agree

Note: 3.25-4.00 Strongly Agree 2.50-3.24 Agree 1.75-2.49 Disagree 1.00-1.74 Strongly Disagree

On the contrary the lowest mean of laissez-faire leadership style talked about the absence of leadership in the work of employees. The stand of the teacher-respondents of this statement reflected that leadership should govern the duties and responsibilities. Employees need to be supervised in their work to gain professional growth. Dynamic leaders recognize the path they must follow to achieve their goals, along with motivating their teams (Al Rahbiet al., 2017). The leadership level of the teacher-respondents in terms of laissez-faire leadership style yielded a weighted mean of 2.77 (SD = 0.34) with an agree scale indicating that laissez-faire leadership style is suitable for environments that require direction, quick feedback and praise as stated by Uhl-Bien & Marion (2009) in the study of Al- Rahbi et al., 2017).

Table 10 presents the respondents' leadership style in terms of facilitative style. The result showed that the highest mean score (3.45) (SD = 0.57) was the second statement with a strongly agree scale while the lowest mean score (3.13) (SD = 0.62) with an agree scale. The well-being of its members in the group is considered as the most important thing in facilitative leadership style by the teacher-respondents. Well-being talks about the overall aspects of an individual. School leaders need to emerge as potential leaders so that they understand team members' problems and expectations, by which open the culture of the organization. There are major factors that equip and motivate employees. These are fulfilling provisions, executing fair justice in the workplace, labor expended, development programs, and policies of reward and appreciation for employees (Al Rahbi et al., 2017).

Enjoying role playing exercise yielded the lowest mean score the responsibilities of a leader need to be exercised with a maximum of commitment to really facilitate the organization. This statement was found to have the lowest point because mostly of the respondents are in the middle age they do not anymore indulged role playing instead they contribute to the next generations mentoring other developing relationships and making commitments to other people.

The level of facilitative leadership style of the teacher-respondents with a weighted mean of 3.31 (SD = 0.44) indicated high level of leadership style. Facilitative leadership style helps more teachers be at their best without pressure and be able perform their maximum potentials that are beneficial to the entire school community. As related with the Theory of Style and Behavior (Khan et al., 2018), that it explains the relevance of certain necessary leadership skills that serve as key for a leader who does an act while making decisions as parallel with preceded ability of the leader. Thus, facilitative leadership style has indicated that the performance of the teacher depends on the stage and behavior portrayed by leaders.

Table 10. *Level of Respondents' Leadership Style in terms of Facilitative Style*

Indicators	Mean	$\pm$	SD	Description
1. I enjoy role-playing exercise.	3.13	$\pm$	0.62	Agree
2. I think the most important thing for a group is the well-being of its members	3.45	$\pm$	0.57	Strongly Agree
3. I love helping other people to develop.	3.37	$\pm$	0.53	Strongly Agree
4. I'm good at bringing out the best in other people.	3.20	$\pm$	0.53	Agree
5. I think people should be allowed to take mistakes in order to learn.	3.41	$\pm$	0.59	Strongly Agree
Weighted Mean	3.31	$\pm$	0.44	Strongly Agree

Note: 3.25-4.00 Strongly Agree 2.50-3.24 Agree 1.75-2.49 Disagree 1.00-1.74 Strongly Disagree

Problem 3: What is the respondents' level of organizational commitment as to affective, normative, and continuance?

Table 11 presents the level of respondents' organizational commitment in as to affective. The result showed that statement number 7 has the highest mean of 3.20 (SD = 0.51) with an agree scale while the lowest mean score was the statement number 4 of 2.60 (SD = 0.70) mean score with an agree scale. The teacher-respondent's level of organizational commitment as to affective reached higher about strong sense of belonging to the employer. Their belongingness to the Department of Education is notable since this is the prime source of income.

As indicated in Ellonen (2020), affective commitment means that the employee has some deeper emotional connection to the company and continues to work because of belongingness in being part of the organization. On the other views, statement number 4 got the lowest mean (2.60) (SD = 0.37) stating loyalty or disallowing another attachment from other employer. Hence, the teacher-respondents viewed their organizational commitment as to affective level as to loyalty to the vision, mission and objectives of the Department of Education beyond challenges. This is very evident in the study of AL-Jabri and Ghazzawi (2019) that affective commitment is define as an emotional attachment to the organization such that the highly committed employee identifies with, is involved in, and celebrates joy of membership within the organization. Above all, the affective commitment of the teacher respondents with a weighted mean of 2.97 (SD= 0.37) with an agree scale depicted a strong hold that their dedication towards the Department of Education is still high regardless of any occurrence of word adversities.

Table 11. *Level of Respondents' Level of Organizational Commitment as to Affective*

Indicators	Mean	$\pm$	SD	Description
1. I would be very happy to spend the rest of my career with this organization.	3.12	$\pm$	0.62	Agree
2. I enjoy discussing my organization with people outside of it.	2.77	$\pm$	0.73	Agree
3. I really feel as if this organization's problem are my own.	2.69	$\pm$	0.71	Agree
4. I don't think I could be as closed to another employer.	2.60	$\pm$	0.70	Agree
5. I experience myself in the so-called. "Into the family".	3.13	$\pm$	0.55	Agree
6. I feel attached to the work community.	3.19	$\pm$	0.49	Agree
7. I have a strong sense loyalty to this employer.	3.20	$\pm$	0.51	Agree
8. This employer is of personal importance to me.	3.10	$\pm$	0.70	Agree
Weighted Mean	2.97	$\pm$	0.37	Agree

Note: 3.25-4.00 Strongly Agree 2.50-3.24 Agree 1.75-2.49 Disagree 1.00-1.74 Strongly Disagree

On the next page, Table 12 displays the level of respondents' organizational commitment as to normative. The result showed the teacher-respondents found it scary to resign and difficult to adapt to a new work environment. These statements were the highest (3.20) (SD= 0.70) and lowest mean scores (2.54) (SD=0.76) respectively with an agree scale. This is also true to the Ecological Theory of Bronfenbrenner of which an individual particularly the leader which his environment shaped him as to the norm of the present set up of the school management. As defined by Messner (2013) in the study of Ellonen (2020), normative commitment, as the individual's work behavior, governed by a sense of duty, obligation, and loyalty towards the organization. Organizational members remain committed based on moral reasons as cited by (Iverson & Buttiqiez, 1999; Singh & Guph, 2015). The normative committed employee remains in the organization because it is viewed by him or her as morally right to do so, regardless of how much provision or compensation the organization provides over the years. These stated facts support the finding of the teacher-respondents as to their level of organizational commitment as to the normative with a weighted mean of 2.90 (SD= 0.42) with an agree scale.

Table 12. *Level of Respondents' Level of Organizational Commitment as to Normative*

Indicators	Mean	±	SD	Description
1. It would be really hard for me to quit my job even if I wanted to.	3.03	±	0.71	Agree
2. Too much of my work would be disrupted if I resigned.	3.02	±	0.72	Agree
3. I would find it scary to resign if I didn't have an alternative job ready.	3.20	±	0.70	Agree
4. It would be expensive for me to resign my current employer.	3.05	±	0.74	Agree
5. At the moment, staying with my present employer is as mandatory as it is necessary.	3.09	±	0.69	Agree
6. If I hadn't already given so much to this organization, I might consider leaving.	2.70	±	0.68	Agree
7. I find it hard to adapt to a new work environment.	2.54	±	0.76	Agree
8. I find it harder for me to resign my organization in the future.	2.60	±	0.68	Agree
Weighted Mean	2.90	±	0.42	Agree

Note: 3.25-4.00 Strongly Agree   2.50-3.24 Agree   1.75-2.49 Disagree   1.00-1.74 Strongly Disagree

Table 13 shows the level of respondents' organizational commitment as to continuance. The result showed that teacher-respondents organizational commitment as to the continuance was found to have a highest mean (3.20) (SD= 0.64) on statement number 10 and a lowest mean score (2.51) (SD= 0.68) on statement number 4.

Table 13. *Level of Respondents' Level of Organizational Commitment as to Continuance*

Indicators	Mean	±	SD	Description
1. I think people change employers too often.	2.56	±	0.67	Agree
2. I believe that an employee should be loyal to their employer.	3.05	±	0.71	Agree
3. I think that a person who is constantly changing employers is unethical.	2.62	±	0.71	Agree
4. If I got a better job, I would feel wrong to accept it and leave my current employer.	2.51	±	0.68	Agree
5. Things are better when people remained with one employer for most of their careers.	2.81	±	0.73	Agree
6. I will continue my employment because 7. I experience loyalty to my own organizations.	3.01	±	0.63	Agree
8. I think it makes sense to want to be a so-called, company man or woman.	3.02	±	0.61	Agree
9. The work must be completed even if free time is spent on it.	3.02	±	0.72	Agree
10. Changing my career now would involve a considerable sacrifice.	3.20	±	0.64	Agree
1. I think people change employers too often.	2.87	±	0.36	Agree
Weighted Mean	2.56	±	0.67	Agree

Note: 3.25-4.00 Strongly Agree   2.50-3.24 Agree   1.75-2.49 Disagree   1.00-1.74 Strongly Disagree

Changing career and accepting better job were the main issues in the responses of the teacher-respondents. As elaborated by Kelly (2018) the continuance dimension pertains to the scope to which the employees feel committed to the organization due to the costs associated with leaving the organization.

According to AL-Jabari and Ghazzawi (2019), when the existing trust between an organization and the employee is higher, there is a positive correlation to organizational commitment and job satisfaction. These facts reflected to the results that once an employee felt the highest trust by the organization it is impossible for changing career and accepting better job. With the weighted mean score of 2.87 (SD=0.36) with an agree scale the teacher-respondents continuance organizational commitment remained high regardless of any challenges that may occur in the field of work.

With the results presented from Tables 9 to 11, the highest weighted mean score of teacher-respondents' level of organizational commitment was Affective Organizational Commitment. Similarly, there was a study of Daguisonan (2018), about determining the school climate and organizational commitment of Mindanao State University Feeder High School Teachers. It was revealed that the teacher-respondents were all of the times committed to their school in terms of affective commitment and this result had correlated significantly the school climate to teacher's organizational commitment. Thus, the result shown of this study proved also that affective commitment had existed as the highest commitment.

The results were also emphasized and connected to Trait and Behavioral Theories by Stogdill (1940) wherein the organizational commitment such as the continuance is truly a part of personality traits such as individual's adaptability to continue working. These only states that the results were found reliable.

Problem 4: What is the teaching performance of the respondents during the school year 2021-2022 using the IPCRF?

Table 14. *Teaching Performance of the Respondents*

Performance Rating	Frequency Count	Percentage (%)
Outstanding	100	58.6
Very Satisfactory	65	39.6
Satisfactory	2	1.8
Total	167	100.0

Table 14 presents the teaching performance of the respondents. The result revealed that out of the one hundred sixty-two (167) teacher-respondents, one hundred (100) (58.6%) were from Outstanding Performance Rating, it was followed by the Very Satisfactory having sixty-five (65) which is 39.6% and Satisfactory with two (2) (1.8%) teacher-respondents. This only show that the teacher-respondents

were outstanding based from their Individual Performance and Commitment Rating Form. The outstanding rating is the highest rating for teachers as per DepEd Order No. 004 S. 2022, a department order about teacher's individual performance based on facts. This also depicted that the teacher-respondents are competent enough in upholding the DepEd's vision, mission and objectives.

Problem 5: Is there a significant relationship between the respondents' level of organizational commitment, demographic profile, and leadership styles?

Table 15 displays the relationship between the respondents' level of organizational commitment and their demographic profile. The result showed that the respondents' level of organizational commitment had a highly significant relationship with their demographic profiles.   Thus, the null hypothesis, which states that no significant relationship between the respondents' level of organizational commitment and their demographic profile, was rejected.

Table 15. *Relationship[1] Respondents' Level of Organizational Commitment and Demographic Profile*

Variables	Level of Organizational Commitment		Remarks	Decision
	X^2 (df)	p-value		
Age	989.11*** (735)	<0.001	*Significant*	*Reject Ho*
Sex	171.20*** (105)	<0.001	*Significant*	*Reject Ho*
Years of Service	1043.89*** (735)	<0.001	*Significant*	*Reject Ho*
Position	572.74*** (420)	<0.001	*Significant*	*Reject Ho*

*Note: 1 – based on Chi-squared Test   * - P < 0.05   ** - P < 0.01   *** - P < 0.001   ns – P > 0.05*

In a study about work performance and job satisfaction among teachers by Kadtong and Usop (2018), also revealed a highly significant relationship with their demographic profiles. The study determined to find out the relationship of work performance and job satisfaction among teachers of Division of Cotabato City. Results stated that most teachers are 31 to 40 age brackets. Majority of the respondents were females, married, earned a college degree and further master's unit. Most of them had 11 to 15 years of service.

Therefore, the findings, concluded that the teachers of Division of Cotabato City display a high level of performance. They were contented with their job satisfaction facets such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility.

This implies that a teacher is satisfied with their job, is also a productive one. Furthermore, if the teachers contented with their job, they will develop and maintain high level of performance. The teaching learning process make more efficient and effective that could produce highly competitive learners. The highly significant finding of the significant relationship or organizational commitment as to the demographic profile of teacher-respondents depicted that in Initao North and South District there is a high level of organizational commitment as to age, sex, years of service and teaching position.

Table 16. *Relationship[1] Respondents' Level of Organizational Commitment and Leadership Styles*

Variables	Level of Organizational Commitment		Remarks	Decision
	r-value	p-value		
Authoritative	0.457***	<0.001	*Significant*	*Reject Ho*
Democratic	0.527***	<0.001	*Significant*	*Reject Ho*
Laissez-Faire	0.392***	<0.001	*Significant*	*Reject Ho*
Facilitative	0.487***	<0.001	*Significant*	*Reject Ho*

*Note: 1 – based on Pearson's Correlation   * - P < 0.05   ** - P < 0.01   *** - P < 0.001   ns – P > 0.05*

Table 16 presents the relationship between the respondents' organizational commitment level and leadership styles. The result revealed that the respondents' level of organizational commitment had a highly significant relationship with their leadership styles.   Thus, the null hypothesis, which states that no significant relationship between the respondents' level of organizational commitment and their leadership styles, was rejected.

The highly significant relationship of organizational commitment and leadership styles implicates an evident analysis that these variables correlated in the research environment as to the teacher-respondents. As elaborately shared by Ang and Cañezo (2016) about professional index and leadership manifestations of Secondary School Administrators in the Division of Biliran. The result revealed that there was a significant relationship noted between the education of administrators, certification of NEAP, experiences of school administrators, outstanding accomplishment, and manifestations of leadership. School leaders must therefore plan for leadership development through education, NEAP certification, gaining relevant experience, and outstanding accomplishments to enhance their leadership manifestations in schools.

As supported also in the study of Perez and Lumaad (2021) about Educational Leadership and Management Styles for public elementary school heads and school teachers, it was revealed that majority of their educational leadership styles had significant relationship between the educational leadership styles and management styles. The above-mentioned findings about the highly significant relationship of organizational commitment and leadership styles are very much relevant as springboard for further researches in a larger scale.

Problem 6: Is there a significant relationship between the respondents' teaching performance, demographic profile, and leadership styles?

Table 17. *Relationship1 Respondents' Teaching Performance and Demographic Profile*

Variables	Level of Organizational Commitment		Remarks	Decision
	X^2 (df)	p-value		
Age	17.52ns (14)	0.229	Not Significant	Failed to reject Ho
Sex	1.22ns (2)	0.545	Not Significant	Failed to reject Ho
Years of Service	15.281ns (14)	0.359	Not Significant	Failed to reject Ho
Position	26.066*** (8)	<0.001	Significant	Reject Ho

Note: 1 – based on Chi-squared Test   * - P < 0.05   ** - P < 0.01   *** - P < 0.001   ns – P > 0.05

Table 17 presents the relationship between the respondents' teaching performance and demographic profile. The result showed that the respondents' teaching performance had a highly significant relationship with the demographic profile in terms of position.   Thus, the null hypothesis states that there is no significant relationship between teaching performance and demographic profile in terms of age, sex, and years of service were not rejected, while the position was rejected. Teaching performance and teaching position had a highly significant relationship in this study. Teaching performance discusses about the individual performance rating and commitment form of teachers that ranges from outstanding, very satisfactory and satisfactory rating. With regards to the teaching position like Teachers I to III and Master Teachers I and II were emphasized. The result revealed clearly that the teaching performance matters as to the teaching position. The higher the teaching position, the higher the teaching performance rating incurred.

As cited by the study of Amora (2016), regarding on teacher's organizational commitment, teaching efficacy belief and level of performance in relation to their pupils' attitudes revealed that organizational commitment relates teacher's performance. Organizational commitment is connected to the demographic profile in terms of position wherein the higher the position the higher the commitment to work.

Table 18. *Relationship[1] Respondents' Teaching Performance and Leadership Styles*

Variables	Level of Organizational Commitment		Remarks	Decision
	r-value	p-value		
Authoritative	-0.057	0.398	Not Significant	Failed to reject Ho
Democratic	-0.086	0.201	Not Significant	Failed to reject Ho
Laissez-Faire	0.068	0.316	Not Significant	Failed to reject Ho
Facilitative	0.158**	0.019	Significant	Reject Ho

Note: 1 – based on Pearson's Correlation   * - P < 0.05   ** - P < 0.01   *** - P < 0.001   ns – P > 0.05

Table 18 presents the relationship between the respondents' teaching performance and leadership styles. The result showed that the respondents' teaching performance had a significant relationship with the leadership styles as to facilitative.   Thus, the null hypothesis states that there is no significant relationship between teaching performance and leadership styles in terms of authoritative, democratic, and laissez-faire were not rejected, while the facilitative was rejected.

As defined by Lashway (1995) in the book entitled Facilitative Leadership, ERIC Digest, the term transformational leadership was viewed as a personal quality, an ability to inspire employees to look beyond self-interest and focus on organizational goals. The concept has evolved over time; now it is often viewed as a broad strategy that has been described as "facilitative". Moreover, David Conley and Paul Goldman (1994) defined facilitative leadership as "the behaviors that enhance the collective ability of a school to adapt, solve problems, and improve performance." Then, the key word here is collective; the facilitative leader's role is to empower the involvement of employees at all levels.

With the factual basis about facilitative leadership style, it was solid statement that this leadership style maneuvered and evidently made the teaching performance be feasible as effective. The teacher-respondents level of leadership style as to facilitative had a relevant role in their teaching performance.

As emphasized also by Humphries (2018) facilitative leadership is an exercise of influence of a leader. With empowerment, as the process through which program leaders share their lawful authority and power, helping others use it in more constructive ways to make better decisions influencing themselves and their work.

As indicated in the result Facilitative Leadership Style had affected the teaching performance of the teacher-respondents. Thus, the effect of empowerment happened when employees are strengthened to find greater purpose in their work, to reach higher level needs through their work, and to develop enhanced personal and professional capacities. This form of power existed in the districts of Initao is unlimited and can create the foundation for more facilitative leadership style. Significantly, this facilitative leadership stages a process of reciprocation between those who ambition to lead and those who prefer to follow.

To remarkably supplement this finding a study of Burton (2021) about exploring the role of gender differences in leadership styles and performance of school heads, it was revealed that facilitative leadership style among forty (40) respondents were with high range level

of this leadership style. This result concluded that majority of the school heads have a high range of facilitative leadership which is very congruent with findings as to the significant relationship of teaching performance and leadership style.

Problem 7: Which of the demographic profile and leadership styles best predict levels of organizational commitment?

Table 19. *Variable that best predict Respondents' Levels of Organizational Commitment*

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.017	0.194		5.242	0.000
Demographic Profile					
Age	0.009	0.013	0.062	0.743	0.458
Sex	-0.070	0.041	-0.094	-1.715	0.088
Years of Service	0.014	0.015	0.079	0.891	0.374
Position	-0.004	0.020	-0.014	-0.197	0.844
Leadership Style					
Authoritative	0.143	0.047	0.192	3.051	0.003
Democratic	0.253	0.065	0.274	3.901	0.000
Laissez-faire	0.075	0.057	0.083	1.318	0.189
Facilitative	0.165	0.046	0.239	3.584	0.000
R = 0.634	R^2 =0.402	F = 17.872	Sig. = 0.000		

Table 19 presents the variables that best predict respondents' level of organizational commitment. The respondents' level of organizational commitment was affected by the authoritative with $\beta = 0.143$, t=3.051, (p <0.003); democratic with $\beta = 0.253$, t=3.901, (p <0.000); and facilitative with $\beta = 0.165$, t=3.584, (p <0.000). This implied that the authoritative, democratic, and facilitative were the predictors that affected the respondents' organizational commitment level.

The regression analysis is significant, with an F-value of 17.872 with a corresponding p-value of 0.000. Therefore, the null hypothesis stating that "there is no variable/s best predict the level of organizational commitment of the respondents in terms of demographic profile was not rejected while in leadership style as to authoritative, democratic, and facilitative were rejected.

As defined by Al-Jabri and Ghazzawi (2019) organizational commitment concept as when used as predictors of employee retention. It had become the focus of school administrators in general and human resources in many organizations. Leadership styles such as authoritative, democratic and facilitative were found as significant predictors affecting organizational commitment. This was so true in the study of Al Khajeh (2018) that these leadership styles had a positive impact on the organizational performance. It has been recommended that organizations should use the leadership style that enhances the capabilities and abilities of the people.

Authoritative leadership style as to leaders, they make all the decisions themselves without involving employees or followers. Democratic leadership style is depicted in the collaboration, active involvement, responsibility and designation of duties and responsibilities. Also, transformational leadership style as facilitative able to converse a concerted and indispensable vision of the future and create a sense of commitment and loyalty towards the goals of the organization (Valdeneu et al,2020). Having considered all these statements as predictors affecting organizational commitment. It was being summarized that organizational commitment whether affective, continuance and normative were affected with leadership styles. To prove this, leadership styles pertain to a process in which an individual affects a group of individuals to achieve a shared goal (Shanmugam et al., 2020). Other than this, the demographic profile such as age, sex, teaching position and performance rating had no prediction as to the organizational commitment since these were dependent variables that were not associated significantly with the level of organizational commitment whether affective, continuance and normative.

Problem 8: Which of the demographic profile and leadership styles best predict levels of organizational commitment?

Table 20 presents the variables that best predict respondents' teaching performance. The respondents' teaching performance was affected by age with $\beta = 0.101$, t=3.996 (p <0.000); years of service with $\beta = -0.077$, t=-2.525, (p <0.012); position with $\beta = 0.165$, t=3.584, (p <0.000); and facilitative with $\beta = -0.162$, t=3.028 (p <0.003). This implied that age, years of services, and facilitative were the predictors that affected the teaching performance of the respondents.

The teaching performance of the teacher-respondents varied by their age and years of service. Age is an indicator of eagerness towards producing quality performance. Since majority of the respondents were in ages 25 to 44 which is considered proficient towards teaching performance. As recorded also there were two-hundred twenty-two teacher-respondents ranges in 1 to 40 years happened to have an outstanding rating based on IPCRF (Individual Performance and Commitment Rating Form). This only proved that it matters when age and years of service correlate with teaching performance.

These data also implied that in terms of the teaching performance through experience the majority of the teacher-respondents were still at their middle age level of teaching service, which means that they are tenured in the teaching profession in the Department of Education which significantly affected the teaching performance. Moreover, as to facilitative, it affected teaching performance since

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the facilitative leadership fosters the involvement of employee at all levels. Facilitative leadership style was described as Transformational Leadership Style by Lashway (1995) and was emphasized thoroughly in the conducted study of Perez and Lumaad (2021) that with facilitative or transformational leadership style infused individuals with energy, motivation and morality. This implied that school heads and teachers set school heads as leaders who are able to inspire and motivate followers.

Table 20. *Variable that best predict Respondents' Teaching Performance*

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.744	0.388		4.492	0.000
Demographic Profile					
Age	0.101	0.025	0.380	3.996	0.000
Sex	0.070	0.082	0.054	0.855	0.394
Years of Service	-0.077	0.030	-0.258	-2.525	0.012
Position	-0.186	0.040	-0.369	-4.622	0.000
Leadership Style					
Authoritative	-0.023	0.094	-0.018	-0.250	0.803
Democratic	-0.197	0.130	-0.122	-1.515	0.131
Laissez-faire	0.344	0.114	0.219	-1.767	0.079
Facilitative	-0.162	0.092	-0.135	3.028	0.003
	R = 0.459	R2 =0.211	F = 7.122	Sig. = 0.000	

It was a clear reflection that facilitative leadership style functioned as a reciprocal process between those who ambition to lead and those who prefer to follow. It is about the desired goals that are done to people and rather working with and through other people to achieve more organizational goals. They perceived that their teaching leadership was dominantly like facilitative leaders exemplifying the qualities and importance of competence to work, connection to manager, and character to portray. They understood that leadership is about serving and supporting others not about just being in charge. It is more about compassion and the day-to-day sacrifice (Humphries, 2018).

Since authoritative, democratic and laissez-faire are considered classical leadership styles it had no remarkable relationship as to teaching performance. For today's new generation of teachers another point of view in teacher's leadership styles had evolved. The level of respondents' leadership style as to facilitative was a reflection that teachers are more engaged and involved in leaders' obligation and management schemes and strategies for the school community. According to Valldenue et al. (2020), the facilitative or transformational style is the most active and effective behavior and exhibits five main attributes. These are individual attributes, which is having a high level of trust in employees, idealized behaviors, about having the ability to converse a sense of purpose, inspirational motivation, having the ability to connect important purposes in simple ways, bringing team spirit with vigor and resilience, intellectual stimulation, which is having the ability to promote intelligence, stimulation, and problem solving and promote empowerment among employees.

With these characteristics, the teacher-respondents level of leadership style as to facilitative had an effect on the teaching performance. Their views established a significant relationship with followers and colleagues and use these relationships to uplift followers or colleagues to go an extra mile what they believe they can achieve and accomplish. Thus, their teaching performance rating of outstanding proved they can perform well with this kind of leadership style. As emphasized also in the study of Mccrimmon and Mccrimmon (2018) employees are they key drivers of the organization. Their conducted study discovered the relationship between leadership styles and employees' job performance.

Transformational leadership had an important relationship to job performance. With these significantly, it affirmed that the result had entailed factual basis. As to the theories about leadership styles and organizational commitment such as Dynamic Leadership Style (Kurt Lewin, 1890-1947), Motivational Theory of Hierarchy of Needs (Maslow, 1943), Trait and Behavioral Theories (Stogdill, 1940 and Carylle, 1900), and Ecological Theory (Bronfenbrenner; Santrock, 2010) had significantly illustrated the result shown in the study.

The regression analysis is significant, with an F-value of 7.122 with a corresponding p-value of 0.000. Therefore, the null hypothesis stating that "there is no variable/s best predict the level of teaching performance of the respondents and demographic profile in terms of age, years of service, and position were rejected while in leadership style as to facilitative was rejected. Thus, this rejection of null hypothesis only proved that all these stated supports, such as conducted studies were significantly correlating with leadership styles and demographic profile as to their teaching performance.

Conclusion

Teachers' leadership can be powerful if teachers were allowed to make a significant contribution to the development of the school. Through school leaders, teachers were aided to exercise their potentials with utmost supervision when it comes to teaching duties, coordinatorship and extra-curricular activities. The level of teachers' leadership styles, organizational commitment and teaching performance were mainly the focus of this study. Based on the statistical findings of the research, the following conclusions where obtained: For the levels of teacher-respondents' leadership style in terms of Authoritative, Democratic, Laissez-faire and Facilitative,

it was concluded that Facilitative Leadership Style was the highest weighted mean. It implied that teachers' leadership level in Initao North and South District was mostly facilitative leadership. This leadership style had a highly significant relationship to the teacher-respondents' organizational commitment and teaching performance.

With respect to the levels of organizational commitment as to affective, continuance and normative, it was revealed that Affective Organizational Commitment dominantly existed in the teacher-respondents of Initao North and South District. This implied that the teachers' organizational commitment to the Department of Education had a deeper emotional connection and continued them to work and be part of the country's prime catalyst of change through educating every Filipino.

Moreover, as to the respondents' teaching performance rating based on IPCRF (Individual Performance and Commitment Review Form) the Outstanding rating yielded as the highest frequency counted in the study. This implied that these respondents were proficient enough as to their teaching performance.

Also, as to the significant relationship between the level of teachers' leadership styles, levels of organizational commitment, demographic profile, and leadership styles, it was concluded that there was a highly significant relationship. Thus, the null hypothesis, which stated that no significant relationship between the level of teachers' leadership styles, levels of organizational commitment, demographic profile, and leadership styles was rejected.

Statistically, there was also a highly significant relationship between the respondents' teaching performance, demographic profile, and leadership styles. As to the respondents' teaching performance with the demographic profile in terms of position had also highly significant relationship. For teaching performance and leadership styles it was Facilitative Leadership Style had significant relationship among other leadership styles.

Likewise, in the demographic profile and leadership styles, the best predictors of levels of organizational commitment were authoritative, democratic and facilitative. Therefore, these leadership styles were significantly predicting the levels of organizational commitment. The better the leadership styles the deeper the organizational commitment presented and vice versa. In like manner, the best predictors of levels of organizational commitment as to demographic profile and leadership styles, results revealed that age and years of service best predict organizational commitment in demographic profile. Furthermore, it was concluded that Facilitative Leadership Style best predicts the teaching performance of the respondents.

Based on the findings, analysis, and conclusions made in the study, the following recommendations are set forth: Department of Education should include more professional development courses not only to school leaders but also to teachers that are relevant to the teachers' leadership styles, organizational commitment and teaching performance as part of the training to help build more effective leaders. For school administrators, they should plan more on involving teachers in effective leadership to channel uniform instruction in upholding the vision, mission and objectives of the Department of Education. For teachers to have a wider wisdom about leadership styles, organizational commitment and teaching performance an assessment beforehand should be implemented to seek a direction in setting their potentials. For future researchers, bigger population of respondents that includes school heads as to cover wider scope of practices pertaining leadership styles, organizational commitment and teaching performance. For further scope, determine the levels of leadership styles an elaborately consideration of more leadership styles for more implications in the schools, districts and division offices. For future replication of this research, a comparative study may be incorporated to further determine the significant differences of levels of leadership styles, levels of organizational commitment and teaching performance.

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