

**World Journal on Education and Humanities Research**

*Creative Commons Attribution 4.0 International*

*Vol. 1, Issue 2, pp. 01-09*

*36-148 Received, January 2022; Revised February 2022;*

*Accepted March 2022*

*DOI: <https://doi.org/10.5281/zenodo.6596893>*

---

# **RECKONING OF LEADERSHIP STYLES AND TEACHERS' COMMITMENT AND JOB PERFORMANCE**

Allyn Vergabera Jayoma, Maria Louela A. Auxtero, Maria Desery C. Oceña, Maricel T. Gulle, Rebecca A. Sereguillo, Reneria A. Torres, Zenaida M. Sumalinog, Remegio Bergamo Jr., Reycher Mortejo, Remcil B. Neri

Corresponding Author: Allyn Vergabera Jayoma, [allynjayoma@gmail.com](mailto:allynjayoma@gmail.com)

**Abstract:** The main purpose of this study was to assess the teacher's satisfaction on administrator's leadership style as to directive, participative, supportive and achieve oriented. The study also explores the attributes, leadership styles, professional functions of teachers and administrators. The data obtained were analyzed using percentage weighted mean, standard deviation, and t-test, utilizing 0.05 level of significance was used in the study. In line with this study, the results of the data analysis indicated that there is enough evidence to prove that teachers and administrators do not differ much on its perception on the types of leadership styles. Moreover, data showed that administrators have possessed the necessary knowledge on how to be effective leader to their teachers. In addition, in terms teacher's commitment, it was perceived by the administrators that teachers have done their part in giving quality education to the learners in under the new normal. Overall, after careful analysis of the results of this study, all variables are pointing out to the importance of improving the current set-up in our education, in order to provide safety for teachers and quality education for learners.

---

**Keywords:** Leadership style, Teacher's commitment, Job Performance

## **1. Introduction**

The success of any school critically begins with the school head that is responsible for ensuring that all teachers and students meet challenging task and the desired standard level in education. According to suggestions proposed by the research results of Polatcan and Cansoy (2018) and Ozdemir (2019), have stated that principals' leadership behaviors are related to teachers' job performance and organizational commitment. According to the research results of Munir and Khalil (2016) leadership behaviors and

school effectiveness are positively correlated. Snyder pointed out that school achievements evaluation and school effectiveness evaluation are important indicators. Cerit (2010) and Chen et al. (2017) have also pointed out teachers' job performance and teachers' organizational commitment are critical determining factors for a school's success or failure. Therefore, teachers' job performance (an indicator for individuals), organizational commitment (an indicator for organizations), school effectiveness (a comprehensive indicator, as it reflects the overall performance) were chosen as criterion variables to evaluate school principals' leadership behaviors.

The teaching profession is a challenging vocation that calls for highly skilled and performing individuals. The intricacies of the work coupled with the demanding needs of the times have posed challenges to the teachers. The new teaching paradigm of DepEd on international, national and local competitiveness is the implementation of the K to 12 Basic Education Program to all public elementary and secondary schools in the Philippines by President Aquino III. This curricular reform has developed a framework which aims for the holistic development of the learners and opened the way to the mandated 21st Century Skills (K- 12 Basic Education Program, 2012). These include teachers' minimum level of competencies in Learning and Innovation Skills; Information, Media and Technology Skills; and Life and Career Skills. This is a breakthrough in the field of education which is tantamount to redirection of skills and competencies of teachers. Such competencies will take a pivotal role in gauging job performance which is one of the indicators if education has met certain level of standards. Performance is equated with quality and excellence (Pa-alisbo, 2017).

Moreover, teaching and learning are the fundamental ambitions of schools. They provide the foundation of society for youth development. School principals direct and guide teachers to perform their duties to achieve this ultimate ambition. The advancement of teacher efforts is under the specific authority of principal leadership to advocate teaching and learning in a school principal leadership to advocate teaching and learning in a school (Bolman, 2018). To strengthen the process, it is crucial to segment teachers' jobs into subcategories of planned goal frameworks, multidimensional job performance constructs, teacher performance factors, competence standards, and KPIs, to manage and measure job performance such as teaching planning, classroom organization, monitoring and evaluation, classroom atmosphere and discipline, and teacher leadership (Atefeh, 2018). Over the last decade, teacher competencies have been increasingly assessed by performance assessment, accompanied by a change in instruments from behavioral observations and knowledge tests to simulations and portfolios. The latter instruments recognize that teaching is a complex activity and that teacher behavior is inextricably bound up with the teacher's cognition and with the situation in which the teaching takes place. In performance assessment, the judgement is preferably not dichotomous (in terms of right or wrong) but uses multiple cut-off scores (e.g. basic, competent, advanced). Additionally, it is usual to judge on several criteria, which are possibly differentially weighted.

Teaching planning involves drafting lesson plans, class activities, and sets of activities that are carried out while teaching and/or in a classroom (Savage, 2014). Classroom organization involves arranging the placement of classroom furniture and student seating plans, learning the core material, being aware of the physical circumstances of the classroom, and involving students in learning (Stronge, 2018 & Unger, 2011).

Student learning assessment methods include exams, tests, homework checking, and all associated judgment procedures, known as monitoring and evaluation. Classroom atmosphere and discipline consists of maintaining a safe, healthy, friendly, and fair classroom environment for optimal learning and appropriate and conducive communication (Bandstra, 2016). Student motivation, guidance, mentoring, and positive influence comprise teacher leadership, the fifth construct of job performance.

Pragmatically, school principals and educational leaders are problem solvers and facilitators (Miller, 2016). Specifically, principals play an especially significant role in promoting teacher job performance at private secondary schools. Hamilton (2016) stated that school leaders have a significant effect on school performance. School principals directly or indirectly affect the performance of teachers by means of their style of leadership. Sustaining curricular standards, assessing teaching methods, keeping an eye on student achievements, facilitating teachers, and making arrangements to create an encouraging and achievement-oriented environment to attain challenging goals are some key roles and functions of principalship.

Overall, school principals provide support in both academic and administrative spheres through sets of directions and instructions to perform duties and achieve challenging goals, as facilitators and problem solvers. Effective leadership involves providing a set of directions that include action plans; for instance, how and when to implement, motivating followers, setting challenging goals, maintaining friendly relationships, and so on.

## **2. Purpose of the Study**

This research assesses the leadership styles that promotes teachers' commitment and job performance. Leadership satisfaction in terms of directive, participative, supportive and achieve oriented were considered. The level of teacher's commitment and job performance in terms of: teaching and learning, monitoring and evaluation, and teacher leadership were also included in the main problem.

## **3. Research Methodology**

The descriptive method of research was used in this study, which described data and the characteristics of the population under study. Together with sets of questionnaires as data gathering instruments. As widely used, descriptive research describes a certain present state. Reasonably, the method is applicable to this study since it aims to describe the current condition. The respondents were chosen from a target population; hence, purposive sampling was utilized in this study. This questionnaire was adapted. Two additional instruments, Indvik's path-goal leadership questionnaire (PGTQ) and Atsebeha's teacher job performance questionnaire (TJPQ), were adapted for this study. PGTQ includes 4 styles of PGT leadership: directive, participative, supportive, and achievement-oriented; all constructs include 5 items each. The second instrument was designed to evaluate 5 components of teacher job performance. The original TJPQ contained a total of 34 items: teaching planning (7 items), monitoring and evaluation (7 items), classroom atmosphere and discipline (7 items), and teacher leadership (7 items). As an adaption of the instruments, all statements of PGLQ items were slightly changed from "I" to "our principal" and

“followers” to “teachers,” such as “I let followers know what is expected of them” to “Our principal lets the teachers know what is expected of them,” with the rest remaining the same.”

#### 4. Results and Discussions

Table 1. Directive

Directive	Teachers		Administrator	
	Mean	VD	Mean	VD
Our principal let teachers know what is expected of them.	4.25	SA	5.00	SA
Informs teachers about what needs to be done and how it needs to be done.	4.86	SA	5.00	SA
Asks teachers to follow standard rules and regulations.	4.62	SA	4.66	SA
Explain the level of performance that is expected of teachers.	4.82	SA	4.66	SA
Gives vague explanations of what is expected of teachers on the job.	4.64	SA	4.66	SA
Grand Mean	4.64	SA	4.80	SA

Table 1 shows the perception of teachers and administrators challenges satisfaction in terms of directive leadership. Data shows that the statement refers to Informs teachers about what needs to be done and how it needs to be done got the highest weighted mean of 4.86 which verbally described as strongly agree, while the statement refers to our principal let teachers know what is expected of them got the lowest weighted mean of 4.25 which verbally described as agree. Administrator’ response on the other hand, the statement refers to Informs teachers about what needs to be done and how it needs to be done and our principal let teachers know what is expected of them got the highest weighted mean of 5.00 which verbally described as strongly agree, while the remaining statement refers to asks teachers to follow standard rules and regulations, explain the level of performance that is expected of teachers, gives vague explanations of what is expected of teachers on the job. This indicates that administrators employ directive leadership.

Table 2. Participative

Participative	Teachers		Administrator	
	Mean	VD	Mean	VD
Consults with teachers when facing a problem.	4.26	SA	4.66	SA
Listen receptively to teachers’ ideas and suggestions.	4.24	SA	4.33	SA
Acts without consulting the teachers.	2.12	D	1.2	SD
Asks suggestions from teachers concerning how to carry out assignments.	3.20	MA	5.00	SA
Asks teachers for suggestions on what assignments should be made.	3.15	MA	5.00	SA
Grand Mean	3.59	A	4.66	SA

Table 2 shows the perception of teachers and administrators challenges satisfaction in terms of participative leadership. Data shows that the statement refers to Consults with teachers when facing a problem got the highest weighted mean of 4.86 which verbally described as strongly agree, while the statement refers to acts without consulting the teachers got the lowest weighted mean of 2.12 which verbally described as disagree. Administrator’ response on the other hand, the statement refers to asks suggestions from

teachers concerning how to carry out assignments and asks teachers for suggestions on what assignments should be made got the highest weighted mean of 5.00 which verbally described as strongly agree, while the remaining statement refers to acts without consulting the teachers got the lowest weighted mean of 1.2 which verbally described as strongly disagree. This indicates that administrators also employ participative leadership to attain the aim and vision of Department of Education.

Table 3. Supportive

Supportive	Teachers		Administrator	
	Mean	VD	Mean	VD
Maintains a friendly working relationship with teachers.	4.42	SA	5.00	SA
Does little things to make it pleasant to be a member of the group.	4.64	SA	5.00	SA
Says things that hurt teachers' personal feelings.	2.15	D	1.2	SD
Help teachers overcome problems that stop them from carrying out their tasks.	3.68	A	5.00	SA
Behaves in a manner that is thoughtful of teacher's personal needs.	4.25	SA	5.00	SA
Grand Mean	3.82	A	4.4	SA

Table 3 shows the perception of teachers and administrators challenges satisfaction in terms of supportive leadership. Data shows that the statement refers to does little things to make it pleasant to be a member of the group got the highest weighted mean of 4.64 which verbally described as strongly agree, while the statement refers to says things that hurt teachers' personal feelings got the lowest weighted mean of 2.15 which verbally described as disagree. Administrator's response on the other hand, the statement refers to maintains a friendly working relationship with teachers, does little things to make it pleasant to be a member of the group, help teachers overcome problems that stop them from carrying out their tasks and behaves in a manner that is thoughtful of teacher's personal needs got the highest weighted mean of 5.00, while the remaining statement refers to says things that hurt teachers' personal feelings got the lowest weighted mean of 1.2 which verbally described as strongly disagree. This indicates that administrators help teachers either school or personal related problems.

Table 4. Achieve Oriented

Achievement-oriented	Teachers		Administrator	
	Mean	VD	Mean	VD
Let teachers know that I expect them to perform at their highest level.	4.20	A	4.33	SA
Set goals for teacher performance that are quite challenging.	3.62	A	4.66	SA
Encourages continual improvement in teacher's performance.	4.46	SA	5.00	SA
Consistently sets challenging goals for teachers to attain.	4.27	SA	5.00	SA
Show no doubts about teachers' ability to meet most objectives.	3.85	A	4.66	SA
Grand Mean	4.08	A	4.73	SA

Table 4 shows the perception of teachers and administrators challenges satisfaction in terms of achievement-oriented leadership. Data shows that the statement refers to encourages continual improvement in teacher's performance got the highest weighted

mean of 4.46 which verbally described as strongly agree, while the statement refers to set goals for teacher performance that are quite challenging got the lowest weighted mean of 3.62 which verbally described as agree. Administrator' response on the other hand, the statement refers to encourages continual improvement in teacher's performance and consistently sets challenging goals for teachers to attain got the highest weighted mean of 5.00 which verbally described as strongly agree while the statement refers to let teachers know that I expect them to perform at their highest level got the lowest weighted mean of 4.33 got the lowest weighted mean of strongly agree. This indicates that administrators help teachers to attain their roles and responsibilities as an educator.

Table 5. Teaching Planning

Teaching Planning	Teachers		Administrator	
	Mean	VD	Mean	VD
Teachers prepare well for lessons.	4.68	SA	5.00	SA
Teachers teach at the level of their learners' competence and understanding.	4.64	SA	5.00	SA
The use of teaching media is well planned.	4.84	SA	4.33	SA
Teachers to become competent learners.	4.84	SA	5.00	SA
Teachers plan effectively to engage learners in their classes.	4.96	SA	5.00	SA
Grand Mean	4.79	SA	4.87	SA

Table 5 shows the perception of respondent groups on teachers' commitment in terms of teaching planning. Data shows that the statement refers to teachers plan effectively to engage learners in their classes got the highest weighted mean of 4.96 which verbally described as strongly agree, while the statement refers to teachers teach at the level of their learners' competence and understanding got the lowest weighted mean of 4.64 which verbally described as strongly agree. Administrator' response on the other hand, the statement refers to teachers prepare well for lessons, teachers teach at the level of their learners' competence and understanding, teachers to become competent learners and teachers plan effectively to engage learners in their classes got the highest weighted mean of 5.00 which verbally described as strongly agree, while the statement refers to the use of teaching media is well planned got the lowest weighted mean which verbally described as strongly agree.

Table 6. Monitoring and Evaluation

Monitoring and evaluation	Teachers		Administrator	
	Mean	VD	Mean	VD
The module of the students is regularly mark.	5.00	SA	5.00	SA
The module of the learners is regularly signed by both teachers and parents.	5.00	SA	5.00	SA
Teachers keep a record of marks obtained by learners and monitor their progress carefully.	5.00	SA	5.00	SA
Teachers always check learners progress and give assistance that no learner falls behind.	5.00	SA	5.00	SA
Teachers helps the parents in assessing learner's performance and understanding.	5.00	SA	5.00	SA
Grand Mean	5.00	SA	5.00	SA



Table 6 shows the perception of respondent groups on teachers' commitment in terms of monitoring and evaluation. Data shows that all the statements got the highest weighted mean of 5.00 which verbally described as strongly agree, while administrators on the other hand, all the statements were rated 5.00 the same with teachers. This indicates that teachers have done their task and responsibilities in terms of monitoring and evaluating learner's progress.

Table 7. Teacher Leadership

Teacher Leadership	Teachers		Administrator	
	Mean	VD	Mean	VD
Teachers have a positive influence on learners.	5.00	SA	5.00	SA
Teachers know and support the vision and mission of the school.	4.86	SA	4.46	SA
Teachers motivate learners to learn.	5.00	SA	5.00	SA
Teachers utilize learner leaders in their classroom management.	4.84	SA	4.28	SA
Teachers model values that promote healthy learning environment/culture.	4.64	SA	4.58	SA
Grand Mean	4.87	SA	4.66	SA

Table 7 shows the perception of respondent groups on teachers' commitment in terms of teaching leadership. Data shows that the statement refers to teachers have a positive influence on learners and teachers motivate learners to learn got the highest weighted mean of 5.00 which verbally described as strongly agree, while the statement refers to teacher's model values that promote healthy learning environment/culture got the lowest weighted mean of 4.64 which verbally described as strongly agree. Administrator' response on the other hand, the statement refers to teachers have a positive influence on learners and teachers motivate learners to learn got the highest weighted mean of 5.00 which verbally described as strongly agree, while the statement refers to teachers utilize learner leaders in their classroom management. got the lowest weighted mean which verbally described as strongly agree.

Table 8. Significant Difference

Aspects of Challenges	Mean	Std Dev	z stat	p - value	Decision
Directive	4.64	0.6424	1.552	0.2681	Failed to reject Ho not significant
	4.80	0.5900			
Participative	3.59	0.5182	5.242	0.2906	Failed to reject Ho not significant
	4.66	0.4063			
Supportive	3.82	0.8659	3.329	0.3345	Failed to reject Ho Not significant
	4.40	0.4346			
Achieve Oriented	4.08	0.8834	1.689	0.0131	reject Ho significant
	4.73	0.7695			

Table 8 shows the significant difference between teachers and administrators' perception on the leadership satisfaction. Data shows that difference was seen on the aspect of achieve oriented, while no significant difference was seen on the aspects of directive, participative and supportive type of leadership. Thus, majority of the aspect of leadership satisfaction fail to reject the null hypothesis.

## 5. Conclusion

The main purpose of this study was to assess the teacher's satisfaction on administrator's leadership style as to directive, participative, supportive and achieve oriented. In line with this study, the results of the data analysis indicated that there is enough evidence to prove that teachers and administrators do not differ much on its perception on the types of leadership styles. Moreover, data showed that administrators have possessed the necessary knowledge on how to be effective leader to their teachers. In addition, in terms teacher's commitment, it was perceived by the administrators that teachers have done their part in giving quality education to the learners in under the new normal. Overall, after careful analysis of the results of this study, all variables are pointing out to the importance of improving the current set-up in our education, in order to provide safety for teachers and quality education for learners.

## References

- Atsebeha, A.T. Principals' Leadership Styles and Their Effects on Teachers' Performance in the Tigray Region of Ethiopia.; University of South Africa: Pretoria, South Africa, 2016.
- Astuti, R. W., Fitria, H., & Rohana, R. (2020). The Influence of Leadership Styles and Work Motivation on Teacher's Performance. *Journal of Social Work and Science Education*, 1(2), 105-114.
- Al-Alawi, A. I., Al-Saffar, E., Alomohammedsaleh, Z., Alotaibi, H., & Al-Alawi, E. I. (2021). A study of the effects of work-family conflict, family-work conflict, and work-life balance on Saudi female teachers' performance in the public education sector with job satisfaction as a moderator. *Journal of International Women's Studies*, 22(1), 486-503.
- Bandstra, A. Beyond Control: Heart-Centered Classroom Climate and Discipline; BookBaby: Washington, DC, USA, 2016
- Bolman, L.G.; Deal, T.E. Reframing the Path to School Leadership: A Guide for Teachers and Principals; Corwin Press: Thousand Oaks, CA, USA, 2018.
- Byrne, B.M. Structural Equation Modeling with AMOS: Basic Concepts, Applications, and Programming; Routledge: New York, NY, USA, 2016.
- Hoerr, T.R. The Art of School Leadership; ASCD: Alexandria, VA, USA, 2005.
- Chen, Y. G., Cheng, J. N., & Sato, M. (2017). Effects of school principals' leadership behaviors: A comparison between Taiwan and Japan. *Educational Sciences: Theory & Practice*, 17(1).
- Hamilton, E. Assessing the Relationship of Principals' Leadership Styles on Teacher Satisfaction and Teacher Turnover. Ph.D. Thesis, Northcentral University, San Diego, CA, USA, 2016.
- Lai, T. T., Luen, W. K., Chai, L. T., & Ling, L. W. (2014). School principal leadership styles and teacher organizational commitment among performing schools. *Journal of global business management*, 10(2), 67.
- Miller, P. Cultures of Educational Leadership: Global and Intercultural Perspectives; Springer: Berlin, Germany, 2016.
- Munir, F., & Khalil, U. (2016). Secondary School Teachers' Perceptions of Their Principals' Leadership Behaviors and Their Academic Performance at Secondary School Level. *Bulletin of Education and Research*, 38(1), 41-55.
- Northouse, P.G. Leadership: Theory and Practice; Sage Publications: Thousand Oaks, CA, USA, 2018.



- Polatcan, M., & Cansoy, R. (2019). The Relationship Between School Principals' Leadership and Teachers' Organisational Commitment: A Systematic Review. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 8(1), 1-31.
- Oroye, O. R. Z. (2019). Relationship between principals' administrative variables and teachers' job performance in public secondary schools in Delta and Edo States of Nigeria. *Greener Journal of Educational Research*, 9(1), 45-53.
- Özdemir, N. (2019). Principal leadership and students' achievement: Mediated pathways of professional community and teachers' instructional practices. *KEDI Journal of Educational Policy*, 16(1).
- Suraya, W., & Yunus, J. N. (2012). Principal leadership styles in high-academic performance of selected secondary schools in Kelantan Darulnaim. *International Journal of Independent research and studies*, 1(2), 57-67.
- Stewart, R. L. (2014). *The relationships between the TeacherInsight™ score and student performance as measured by student taks academic change scores*. University of North Texas.
- Savage, J. Lesson Planning: Key concepts and skills for Teachers; Routledge: Abingdon, UK, 2014.
- Stronge, J.H. Qualities of Effective Teachers; ASCD: Alexandria, VA, USA, 2018.
- Tumaini, M. (2015). *The contribution of non-monetary incentives to Teachers Retention in Public Secondary Schools in Korogwe Urban* (Doctoral dissertation, The Open University of Tanzania).

Copyright (c) 2022. Author (s). This is an open term of Creative Commons Attribution License (CC BY). To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/>