

# Correlation between School Heads' Management Styles and Teachers' Commitment and Performance: Basis for a Proposed Managerial Retooling Program

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*Abstract* — Today's schools require the school heads to be highly visible and have management styles that fit all types of teachers in the workplace. This study aimed to determine the correlation between school heads' management styles and teachers' commitment and performance in the Divisions of Zamboanga del Norte, Dipolog City, and Dapitan City during the school year 2019-2020. The study used survey and correlational research methods involving 346 elementary school teachers and 258 school heads. The statistical methods used were the weighted mean and the Spearman Rank-Order Correlation Coefficient. Findings revealed that school heads exceedingly used traditional and modern management styles. On the other hand, the teachers were very highly committed to and highly proficient in the teaching job. However, school heads' traditional management styles were moderately and positively correlated with and significantly related to the teachers' level of commitment. In contrast, the correlation between school heads' modern management styles and teachers' performance was positively low and not significantly. It can be inferred that school heads' management styles are not recognized reasonably by teachers. Nevertheless, despite contradictions in the management styles used by school heads, teachers have a very high degree of acceptance of the profession with a strong desire, participation with devotion, and loyalty towards the task. Hence, school heads should further define and strengthen their management styles and be visible to teachers through the School Heads' Managerial Retooling Program and keep abreast of the current management styles to become more productive and effective in managing the schools.

*Keywords* — *Management Styles, Teachers' Commitment, Teachers' Performance.*

## I. Introduction

The landscape of the modern workplace is changing. Challenges within the economic environment have promoted a need for innovation, change, and dynamism from school managers to ensure that academic institutions remain globally fluent and flexible. For decades, traditional management has been an essential part of any learning institution, regardless of whether the school is private or government-funded. It has long been thought that it requires skilled school managers to become successful and strong. Further, today's schools have gradually changed the school heads' principles to apply in the past. The change has come from the uncertainties in the educational system worldwide, which requires the school heads to be highly visible and have management styles that fit all types of teachers in the workplace.

In the Philippines, teachers struggle to differentiate between excellent and poor instruction as well as to define a minimum standard of proficiency, leading to achieving high teachers' performance. As a framework of teacher quality, the National Competency-Based Teacher Standards (NCBTS) was institutionalized through CHED Memorandum Order No. 52, s. 2007 and DepED Order No. 32, s. 2009. It emerged as part of the implementation of the Basic Education Sector Reform Agenda (BESRA). It was facilitated by drawing on the learning considerations of programs, such as the Basic Education Assistance for Mindanao (BEAM), the Strengthening Implementation of Visayas Education (STRIVE) project, and the Third Elementary Education Project (TEEP). In a similar vein, the K to 12 Reform (R.A. 10533) in 2013 has changed the country's landscape of teacher quality requirements. The reform process warrants an equivalent supportive focus on teacher quality - high-quality teachers who are adequately equipped and prepared to assume the roles and functions of a K to 12 teachers.

### **Literature Review**

Conceptually, management involves the process of dealing with or controlling people or things. In school management, it consists of the interlocking functions of implementing policy and achieving the objectives of that policy. Today, school management becomes cumbersome due to workforce and environmental changes, which allow school heads to be both the traditional focus of management and clearing the path to the new management.

In the Divisions of Zamboanga del Norte, Dipolog City, and Dapitany, the structures of the schools and the management styles of school heads used to manage the schools have evolved so that they can fit the ever-changing school environment and the personnel of the school.

Overall, the literature cited provided the researcher with some insights to reflect and conclude the need to examine the mentioned variables in the divisions where the study was conducted. However, studies that are related to the present study are also worthy of mentioning. The aim was to synthesize literature and studies to define the research gap that was addressed in this research.

## **II. Methodology**

### **Research Design**

Survey and correlational methods of research were used in the study with the aid of the questionnaire checklist. The survey method was used since the researcher gathered data through the use of a questionnaire. Survey as a research method is used for collecting data from a pre-defined group of respondents to gain information and insights on various topics of interest (Mathiyazhagan & Nandam, 2010).

A correlational analysis was performed to determine the significant influence of the school heads' management styles on the teachers' commitment and performance. Correlational research is a non-experimental research method, in which a researcher measures two variables, understands

and assesses the statistical relationship between them with no influence from any extraneous variable (Bhat, 2019).

### Setting

The site of the study was the public elementary schools in the three (3) divisions of Zamboanga del Norte, Dipolog City, and Dapitan City.

### Respondents of the Study

The Slovin's formula determined the school head-respondents of the study. The target school head-population of the study was composed of seven hundred twenty-five (725). With a margin of error of 5%, 258 school head-respondents were considered. Simple proportionate sampling by lottery method was used in getting the school head-respondents from each district. The proportion was obtained by dividing 258 by 725, which yielded 0.3559 rounded off to the nearest ten thousandths. The number of school head-representatives from each district was calculated by getting the product of the proportion and the number of school heads.

Likewise, the teacher-respondents of the study were determined by Slovin's formula. A total of two thousand five hundred eighty (2,580) public elementary school teachers were the target teacher population of the study. With a margin of error of 5%, 346 teacher-respondents were considered. The proportion was calculated by dividing 346 by 2,580, which yielded 0.1341 rounded off to the nearest ten thousandths. The number of teacher-representatives from each district was computed by getting the product of the proportion and the total number of teachers.

Convenience sampling was utilized in the selection of teacher-respondents. Teacher-respondents were taken from the school where the school head was selected as a respondent of the study. Convenience sampling was used for the researcher to choose a sampling unit that is convenient to get the necessary information needed in the survey. In totality, 604 respondents were surveyed, in which 515 respondents were coming from the Division of Zamboanga del Norte, 46 respondents were from the Division of Dipolog City, and 43 respondents were from the Division of Dapitan City. Table 1 shows the distribution of the study respondents.

**Table 1 The Respondents of the Study**

Congressional Districts	Number of School Heads	Numbers of Teachers	Respondents		Total	Percent
			School Heads	Teachers		
1 – Zambonga del Norte	144	422	51	57	108	17.88
2 – Zambonga del Norte	213	762	76	102	178	29.47
3 – Zambonga del Norte	280	959	100	129	229	37.91
Dipolog City	32	262	11	35	46	7.62
Dapitan City	56	175	20	23	43	7.12
<b>Total</b>	<b>725</b>	<b>2580</b>	<b>258</b>	<b>346</b>	<b>604</b>	<b>100</b>

## Research Instrument

The instrument used to gather data in this study was composed of three (3) parts. The first part dealt with the School Heads' Management Styles Scales with two (2) indicators: traditional and modern. Ten (10) descriptors described the traditional styles, namely: items 1, 3, 5, 7, 9, 11, 13, 15, 17, and 19 while the modern styles were also described by ten (10) descriptors, namely: items 2, 4, 6, 8, 10, 12, 14, 16, 18, and 20. The indicators and descriptors were derived from TalentLink (2015).

The second part of the instrument was the Teachers' Commitment Scale adopted from Thien, Razak, and Ramayah (2014) with four (4) dimensions: commitment to students, commitment to teaching, commitment to school, and commitment to the profession. Commitment to school was described by three (3) descriptors, such as items 1, 5, and 9. Commitment to students also had three (3) descriptors, such as items 2, 6, and 10, while commitment to teaching was described by items 3, 7, and 11. The last dimension had the most descriptors with items 4, 8, 12, and 13.

The last part was the Teachers' Performance Scale that measured the performance level of the respondents along with the seven (7) domains contained in the Philippine Professional Standards for Teachers (PPST), namely: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, personal growth and professional development (DepEd Order No. 42, s. 2017).

## Scoring Procedure

The responses of the respondents, along with the extent of use of the management styles of school heads, were determined using the four-point Likert scale format as follows:

- 4 – Very High. It is a rating given to a statement where provisions are exceedingly used.
- 3 – High. It is a rating given to a statement where provisions are precisely utilized.
- 2 – Low. It is a rating given to a statement where provisions are fairly used.
- 1 – Very Low. It is a rating given to a statement where provisions are poorly utilized.

Scoring was done by multiplying “very high” by 4, “high” by 3, “low” by 2, and “very low” by 1. The weighted mean was described as follows.

Scale	Range of Values	Description	Interpretation
4	3.26 – 4.00	Very High	Exceedingly Used
3	2.51 – 3.25	High	Exactly Used
2	1.76 – 2.50	Low	Fairly Used
1	1.00 – 1.75	Very Low	Poorly Used

Likewise, the responses of the respondents, along with the level of the teachers' commitment, were quantified utilizing the four-point Likert scale format as follows:

4 – Strongly Agree. It is a rating given to a statement where the teachers are manifesting very high commitment.

3 – Agree. It is a rating given to a statement where the teachers are manifesting high commitment.

2 – Disagree. It is a rating given to a statement where the teachers are manifesting slight commitment.

1 – Strongly Disagree. It is a rating given to a statement where the teachers are manifesting very slight commitment.

Scoring was done by multiplying “strongly agree” by 4, “agree” by 3, “disagree” by 2, and “strongly disagree” by 1. The weighted mean was described as follows.

Scale	Range of Values	Description	Interpretation
4	3.26 – 4.00	Strongly Agree	Very Highly Committed
3	2.51 – 3.25	Agree	Highly Committed
2	1.76 – 2.50	Disagree	Slightly Committed
1	1.00 – 1.75	Strongly Disagree	Very Slightly Committed

The respondents' ratings in the level of the teachers' performance were obtained by the four-point Likert scale format employed. Scoring was done by multiplying “distinguished teacher” by 4, “highly proficient” by 3, “proficient” by 2, and “beginning” by 1. The weighted mean was described with the qualitative descriptions as follows:

Scale	Range of Values	Description	Interpretation
4	3.26 – 4.00	Distinguished	Embody the highest standard for teaching grounded in global best practices.
3	2.51 – 3.25	Highly Proficient	Consistently display a high level of performance in their teaching practice.
2	1.76 – 2.50	Proficient	They are professionally independent in the application of skills vital to the teaching and learning process.
1	1.00 – 1.75	Beginning	They have gained the qualifications recognized for entry into the teaching profession.

## Statistical Treatment

Weighted Mean. It was used to quantify the respondents' ratings in the school heads' management styles. It was also employed to quantify the teachers' commitment and performance.

Spearman Rank-Order Correlation. It was used to find out the correlation between the school heads' management styles and the teachers' commitment as well as their performance.

The following guide in interpreting the value of  $\rho$ , suggested by Cohen, West, and Aiken (2014), was used.

Value	Size	Interpretation
$\pm 0.50$ to $\pm 1.00$	Large	High positive/negative correlation
$\pm 0.30$ to $\pm 0.49$	Medium	Moderate positive/negative correlation
$\pm 0.10$ to $\pm 0.29$	Small	Low positive/negative correlation
$\pm 0.01$ to $\pm 0.09$	Negligible	Slight positive/negative correlation
0.0	No correlation	

The data collected for this study were encoded and analyzed using Statistical Package for the Social Sciences (SPSS version 20.0), Statistical Minitab (Version 17), and Microsoft Excel Data Analysis ToolPak. Hence, posting the statistical formulas was not necessary. The statistical test was performed at a 0.05 level of significance.

### III. Results and Discussion

**Table 2 The Extent of Use of School Heads' Traditional Management Styles.**

Descriptors	SCHOOL HEADS					
	Zamboanga del Norte		Dipolog City		Dapitan City	
	Average Weighted Value	Level/ Interpretation	Average Weighted Value	Level/ Interpretation	Average Weighted Value	Level/ Interpretation
1. Well rooted within a hierarchical structure, producing order and control among teachers.	3.36	Very High/ Exceedingly Used	3.33	Very High/ Exceedingly Used	3.42	Very High/ Exceedingly Used
2. Responsible for developing processes that drive organizational performance and produce results.	3.45	Very High/ Exceedingly Used	3.40	Very High/ Exceedingly Used	3.38	Very High/ Exceedingly Used
3. Demonstrate authority in decision-making and are internally motivated to achieve power and career advancement.	3.55	Very High/ Exceedingly Used	3.52	Very High/ Exceedingly Used	3.50	Very High/ Exceedingly Used
4. Maintain and exercise authority through a command and control style and approach.	3.38	Very High/ Exceedingly Used	3.40	Very High/ Exceedingly Used	3.42	Very High/ Exceedingly Used
5. Goals and objectives focus on policy and school output.	3.62	Very High/ Exceedingly Used	3.65	Very High/ Exceedingly Used	3.68	Very High/ Exceedingly Used

6. Show stability in activities and progress.	3.58	Very High/ Exceedingly Used	3.62	Very High/ Exceedingly Used	3.60	Very High/ Exceedingly Used
7. Require teachers to be fixed, inflexible, and planned.	3.35	Very High/ Exceedingly Used	3.40	Very High/ Exceedingly Used	3.42	Very High/ Exceedingly Used
8. Flow like "Tall Hierarchy."	3.26	Very High/ Exceedingly Used	3.33	Very High/ Exceedingly Used	3.30	Very High/ Exceedingly Used
9. Follow a chain of command where every teacher should obey his superior.	3.33	Very High/ Exceedingly Used	3.32	Very High/ Exceedingly Used	3.30	Very High/ Exceedingly Used

Table 2 discloses that school heads in Zamboanga del Norte, Dipolog City, and Dapitan City unanimously indicated that traditional management styles were very highly used. The teachers also supported the claim, divulging that their school heads employed the traditional management styles very highly.

**Table 3 The Extent of Use of School Heads' Modern Management Styles**

Descriptors	SCHOOL HEADS					
	Zamboanga del Norte		Dipolog City		Dapitan City	
	Average Weighted Value	Level/ Interpretation	Average Weighted Value	Level/ Interpretation	Average Weighted Value	Level/ Interpretation
<b>1. Seek new opportunities, a welcome change as a challenge, and adapt their style to suit the needs of others.</b>	2.00	Low/ Fairly Used	2.10	Low/ Fairly Used	2.20	Low/ Fairly Used
<b>2. Focus on inspiring and developing the knowledge, skills, and abilities to support</b>	1.84	Low/ Fairly Used	1.99	Low/ Fairly Used	2.05	Low/ Fairly Used



individuals and teams to achieve goals.

<b>3. Demonstrate a genuine desire to support the development of others by connecting individual motivations with the school's goal.</b>	1.50	Very Low/ Poorly Used	1.72	Very Low/ Poorly Used	1.64	Very Low/ Poorly Used
<b>4. Provide teams with opportunities for creative problem solving and empower others by delegating authority.</b>	1.62	Very Low/ Poorly Used	1.72	Very Low/ Poorly Used	1.60	Very Low/ Poorly Used
<b>5. Goals and objectives focus on the enhancement of individual and team skills to perform optimally.</b>	1.78	Low/ Fairly Used	2.00	Low/ Fairly Used	2.10	Low/ Fairly Used
<b>6. Need more dynamic, multiple progress, and constant changes.</b>	2.11	Low/ Fairly Used	2.22	Low/ Fairly Used	2.30	Low/ Fairly Used
<b>7. Need teachers to update their competitive advantages, knowledge, and skills.</b>	2.44	Low/ Fairly Used	2.38	Low/ Fairly Used	2.34	Low/ Fairly Used
<b>8. Flow like "Flat Hierarchy."</b>	2.45	Low/ Fairly Used	2.40	Low/ Fairly Used	2.48	Low/ Fairly Used
<b>9. Build a more competent team to gain more.</b>	1.68	Very Low/ Poorly Used	1.54	Very Low/ Poorly Used	1.70	Very Low/ Poorly Used
<b>10. Take new challenges so everyone in the school is</b>	1.58	Very Low/	1.66	Very Low/	1.72	Very Low/

prepared to face any risk instantly.		Poorly Used		Poorly Used		Poorly Used
<b>Mean</b>	<b>1.90</b>	<b>Low/</b>	<b>1.97</b>	<b>Low/</b>	<b>2.01</b>	<b>Low/</b>
		<b>Fairly Used</b>		<b>Fairly Used</b>		<b>Fairly Used</b>

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**TEACHERS**


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Descriptors	Zamboanga del Norte		Dipolog City		Dapitan City	
	Average Weighted Value	Level/ Interpretation	Average Weighted Value	Level/ Interpretation	Average Weighted Value	Level/ Interpretation
1. Seek new opportunities, a welcome change as a challenge, and adapt their style to suit the needs of others.	1.45	Very Low/ Poorly Used	1.43	Very Low/ Poorly Used	1.40	Very Low/ Poorly Used
2. Focus on inspiring and developing the knowledge, skills, and abilities to support individuals and teams to achieve goals.	1.70	Very Low/ Poorly Used	1.65	Very Low/ Poorly Used	1.68	Very Low/ Poorly Used
3. Demonstrate a genuine desire to support the development of others by connecting individual motivations with the school's goal.	1.44	Very Low/ Poorly Used	1.45	Very Low/ Poorly Used	1.40	Very Low/ Poorly Used
4. Provide teams with opportunities for creative problem solving and empower others by delegating authority.	1.58	Very Low/ Poorly Used	1.50	Very Low/ Poorly Used	1.55	Very Low/ Poorly Used
5. Goals and objectives focus on the	1.70	Very Low/ Poorly Used	1.65	Very Low/ Poorly Used	1.60	Very Low/ Poorly Used

enhancement of individual and team skills to perform optimally.		Poorly Used		Poorly Used		Poorly Used
6. Need more dynamic, multiple progress, and constant changes.	1.31	Very Low/ Poorly Used	1.50	Very Low/ Poorly Used	1.60	Very Low/ Poorly Used
7. Need teachers to update their competitive advantages, knowledge, and skills.	1.44	Very Low/ Poorly Used	1.55	Very Low/ Poorly Used	1.62	Very Low/ Poorly Used
8. Flow like "Flat Hierarchy."	1.45	Very Low/ Poorly Used	1.50	Very Low/ Poorly Used	1.60	Very Low/ Poorly Used
9. Build a more competent team to gain more.	1.58	Very Low/ Poorly Used	1.60	Very Low/ Poorly Used	1.55	Very Low/ Poorly Used
10. Take new challenges so everyone in the school is prepared to face any risk instantly.	1.56	Very Low/ Poorly Used	1.52	Very Low/ Poorly Used	1.60	Very Low/ Poorly Used
<b>Mean</b>	<b>1.52</b>	<b>Very Low/ Poorly Used</b>	<b>1.54</b>	<b>Very Low/ Poorly Used</b>	<b>1.56</b>	<b>Very Low/ Poorly Used</b>

Table 3 shows that school heads in Zamboanga del Norte, Dipolog City, and Dapitan City unanimously indicated modern management styles as fairly used. However, their claim was contradicted by the teachers who disclosed that their school heads employed the modern management styles at a very low level.

**Table 4 The Level of the Teachers' Commitment**

<b>SCHOOL HEADS</b>						
<b>Indicators</b>	<b>Zamboanga del Norte</b>		<b>Dipolog City</b>		<b>Dapitan City</b>	
	<b>Mean</b>	<b>Level/</b>	<b>Mean</b>	<b>Level/</b>	<b>Mean</b>	<b>Level/</b>
		<b>Interpretation</b>		<b>Interpretation</b>		<b>Interpretation</b>
<b>Commitment to Students</b>	3.50	Strongly Agree/Very Highly Committed	3.58	Strongly Agree/Very Highly Committed	3.41	Strongly Agree/Very Highly Committed
<b>Commitment to Teaching</b>	3.49	Strongly Agree/Very Highly Committed	3.57	Strongly Agree/Very Highly Committed	3.53	Strongly Agree/Very Highly Committed
<b>Commitment to School</b>	3.59	Strongly Agree/Very Highly Committed	3.51	Strongly Agree/Very Highly Committed	3.55	Strongly Agree/Very Highly Committed
<b>Commitment to the Profession</b>	3.94	Strongly Agree/Very Highly Committed	3.91	Strongly Agree/Very Highly Committed	3.95	Strongly Agree/Very Highly Committed
<b>Overall Mean</b>	<b>3.63</b>	<b>Strongly Agree/Very Highly Committed</b>	<b>3.64</b>	<b>Strongly Agree/Very Highly Committed</b>	<b>3.61</b>	<b>Strongly Agree/Very Highly Committed</b>

  

<b>TEACHERS</b>						
<b>Indicators</b>	<b>Zamboanga del Norte</b>		<b>Dipolog City</b>		<b>Dapitan City</b>	
	<b>Mean</b>	<b>Level/</b>	<b>Mean</b>	<b>Level/</b>	<b>Mean</b>	<b>Level/</b>
		<b>Interpretation</b>		<b>Interpretation</b>		<b>Interpretation</b>

<b>Commitment to Students</b>	3.92	Strongly Agree/Very Highly Committed	3.86	Strongly Agree/Very Highly Committed	3.85	Strongly Agree/Very Highly Committed
<b>Commitment to Teaching</b>	3.62	Strongly Agree/Very Highly Committed	3.65	Strongly Agree/Very Highly Committed	3.66	Strongly Agree/Very Highly Committed
<b>Commitment to School</b>	3.83	Strongly Agree/Very Highly Committed	3.76	Strongly Agree/Very Highly Committed	3.73	Strongly Agree/Very Highly Committed
<b>Commitment to the Profession</b>	3.95	Strongly Agree/Very Highly Committed	3.89	Strongly Agree/Very Highly Committed	3.94	Strongly Agree/Very Highly Committed
<b>Overall Mean</b>	<b>3.83</b>	<b>Strongly Agree/Very Highly Committed</b>	<b>3.79</b>	<b>Strongly Agree/Very Highly Committed</b>	<b>3.80</b>	<b>Strongly Agree/Very Highly Committed</b>

As shown in Table 4, School heads in the divisions of Zamboanga del Norte, Dipolog City, and Dapitan City strongly agreed that their teachers were committed to their students.

In a similar vein, school heads strongly agreed that their teachers were committed to the teaching profession

Furthermore, school heads strongly agreed that their teachers were committed to the school.

Moreover, school heads strongly agreed to their teachers' commitment to the profession.

In totality, school heads strongly agreed with their teachers' commitment.

**Table 5 The Level of Teachers' Performance**

<b>SCHOOL HEADS</b>						
<b>Indicators</b>	<b>Zamboanga del Norte</b>		<b>Dipolog City</b>		<b>Dapitan City</b>	
	<b>Mean</b>	<b>Level/</b>	<b>Mean</b>	<b>Level/</b>	<b>Mean</b>	<b>Level/</b>
		<b>Interpretation</b>		<b>Interpretation</b>		<b>Interpretation</b>
<b>Content Knowledge &amp; Pedagogy</b>	2.30	Proficient	2.28	Proficient	2.37	Proficient
<b>Learning Environment</b>	2.76	Highly Proficient	2.75	Highly Proficient	2.80	Highly Proficient
<b>Diversity of Learners</b>	2.24	Proficient	2.26	Proficient	2.30	Proficient
<b>Curriculum &amp; Planning</b>	1.95	Proficient	2.03	Proficient	2.10	Proficient
<b>Assessment &amp; Reporting</b>	2.52	Highly Proficient	2.49	Proficient	2.58	Highly Proficient
<b>Community Linkages &amp; Professional Engagement</b>	2.71	Highly Proficient	2.73	Highly Proficient	2.74	Highly Proficient
<b>Personal Growth &amp; Professional Development</b>	2.26	Proficient	2.31	Proficient	2.37	Proficient
<b>Overall Mean</b>	<b>2.39</b>	<b>Proficient</b>	<b>2.41</b>	<b>Proficient</b>	<b>2.47</b>	<b>Proficient</b>
<b>TEACHERS</b>						
<b>Indicators</b>	<b>Zamboanga del Norte</b>		<b>Dipolog City</b>		<b>Dapitan City</b>	
	<b>Mean</b>	<b>Level/</b>	<b>Mean</b>	<b>Level/</b>	<b>Mean</b>	<b>Level/</b>
		<b>Interpretation</b>		<b>Interpretation</b>		<b>Interpretation</b>
<b>Content Knowledge &amp; Pedagogy</b>	2.85	Highly Proficient	2.89	Highly Proficient	3.09	Highly Proficient
<b>Learning Environment</b>	2.72	Highly Proficient	2.71	Highly Proficient	2.77	Highly Proficient
<b>Diversity of Learners</b>	2.27	Proficient	2.32	Proficient	2.37	Highly Proficient

<b>Curriculum &amp; Planning</b>	2.18	Proficient	2.22	Proficient	2.27	Proficient
<b>Assessment &amp; Reporting</b>	2.57	Highly Proficient	2.58	Highly Proficient	2.59	Highly Proficient
<b>Community Linkages &amp; Professional Engagement</b>	2.73	Highly Proficient	2.75	Highly Proficient	2.81	Highly Proficient
<b>Personal Growth &amp; Professional Development</b>	2.34	Highly Proficient	2.30	Highly Proficient	2.36	Highly Proficient
<b>Overall Mean</b>	<b>2.52</b>	<b>Highly Proficient</b>	<b>2.54</b>	<b>Highly Proficient</b>	<b>2.61</b>	<b>Highly Proficient</b>

Table 5 exposes that the teachers in Zamboanga del Norte, Dipolog City, and Dapitan City were highly proficient based on the Philippine Professional Standards for Teachers (PPST) as perceived by the teachers

The present finding corroborated the study of Bagarinao (2016) that teachers in the Divisions of Zamboanga del Norte and Dapitan City were “highly proficient” in their performance in school.

**Table 6 Test of Relationship between the Extent of Use of the Traditional Management Styles of School Heads and the Teachers’ Level of Commitment**

Zamboanga del Norte				
Variables	Mean	Computed $\rho$	p - value	Interpretation Decision
Extent of Use of the Traditional Management Styles of School Heads	2.66	0.311	0.003	Medium/ Moderate Positive Correlation/ Significant
& Level of Teachers’ Commitment	3.76			

<b>Dipolog City</b>				
Variables	Mean	Computed $\rho$	p - value	Interpretation  Decision
Extent of Use of the Traditional Management Styles of School Heads & Level of Teachers' Commitment	2.70  3.72	0.356	0.009	Medium/ Moderate Positive Correlation/ Significant
<b>Dapitan City</b>				
Variables	Mean	Computed $\rho$	p - value	Interpretation  Decision
Extent of Use of the Traditional Management Styles of School Heads & Level of Teachers' Commitment	2.73  3.71	0.389	0.041	Medium/ Moderate Positive Correlation/ Significant
<b>Overall</b>				
Variables	Mean	Computed $\rho$	p - value	Interpretation  Decision
Extent of Use of the Traditional Management Styles of School Heads & Level of Teachers' Commitment	2.70  3.73	0.397	0.025	Medium/ Moderate Positive Correlation/ Significant



Table 6 presents that the extent of using the traditional management styles of school heads in Zamboanga del Norte, Dipolog City, and Dapitan City was moderately and positively correlated with and significantly related to the teachers' level of commitment.

**Table 7 Test of Relationship between the Extent of Use of the Modern Management Styles of School Heads and the Teachers' Level of Commitment**

<b>Zamboanga del Norte</b>				
Variables	Mean	Computed $\rho$	p - value	Interpretation  Decision
Extent of Use of the Modern Management Styles of School Heads & Level of Teachers' Commitment	2.45  3.76	0.101	0.123	Small/  Low Positive Correlation/  Not Significant
<b>Dipolog City</b>				
Variables	Mean	Computed $\rho$	p - value	Interpretation  Decision
Extent of Use of the Modern Management Styles of School Heads & Level of Teachers' Commitment	2.50  3.72	0.156	0.319	Small/  Low Positive Correlation/  Not Significant

<b>Dapitan City</b>				
Variables	Mean	Computed $\rho$	p - value	Interpretation  Decision
Extent of Use of the Modern Management Styles of School Heads & Level of Teachers' Commitment	2.50  3.71	0.189	0.441	Small/  Low Positive Correlation/  Not Significant

  

<b>Overall</b>				
Variables	Mean	Computed $\rho$	p - value	Interpretation  Decision
Extent of Use of the Modern Management Styles of School Heads & Level of Teachers' Commitment	2.48  3.73	0.197	0.425	Small/  Low Positive Correlation/  Not Significant

Table 7 shows that the extent of use of the modern management styles of school heads in Zamboanga del Norte, Dipolog City, and Dapitan City was low and positively correlated with the teachers' level of commitment. However, the relationship was not significant.

**Table 8 Test of Relationship between the Extent of Use of the Traditional Management Styles of School Heads and the Teachers' Level of Performance**

<b>Zamboanga del Norte</b>				
Variables	Mean	Computed $\rho$	p - value	Interpretation  Decision
Extent of Use of the Traditional Management Styles of School Heads  &  Level of Teachers' Performance	2.66   2.46	  0.331	  0.021	  Medium/ Moderate Positive Correlation/ Significant
<b>Dipolog City</b>				
Variables	Mean	Computed $\rho$	p - value	Interpretation  Decision
Extent of Use of the Traditional Management Styles of School Heads  &  Level of Teachers' Performance	2.70   2.48	  0.378	  0.039	  Medium/ Moderate Positive Correlation/ Significant
<b>Dapitan City</b>				
Variables	Mean	Computed $\rho$	p - value	Interpretation  Decision
Extent of Use of the Traditional Management Styles of School Heads  &  Level of Teachers' Performance	2.73   2.54	  0.335	  0.044	  Medium/ Moderate Positive Correlation/ Significant

Overall				
Variables	Mean	Computed	p - value	Interpretation
		$\rho$		Decision
Extent of Use of the Traditional Management Styles of School Heads				Medium/
&	2.70			Moderate Positive Correlation/
Level of Teachers' Performance		0.359	0.022	Significant
	2.49			

Table 8 reflects that the extent of using the traditional management styles of school heads in Zamboanga del Norte, Dipolog City, and Dapitan City was moderately and positively correlated with and significantly related to the teachers' level of performance.

**Table 9 Test of Relationship between the Extent of Use of the Modern Management Styles of School Heads and the Teachers' Level of Performance**

Zamboanga del Norte				
Variables	Mean	Computed	p - value	Decision
		$\rho$		Decision
Extent of Use of the Modern Management Styles of School Heads				Small/
&	2.45			Low Positive Correlation/
Level of Teachers' Performance		0.101	0.323	Not Significant
	2.46			

Dipolog City				
Variables	Mean	Computed	p - value	Decision
		$\rho$		
Extent of Use of the Modern Management Styles of School Heads	2.50			Small/
&				Low Positive Correlation/
Level of Teachers' Performance	2.48	0.167	0.319	Not Significant

  

Dapitan City				
Variables	Mean	Computed	p - value	Decision
		$\rho$		
Extent of Use of the Modern Management Styles of School Heads	2.50			Small/
&				Low Positive Correlation/
Level of Teachers' Performance	2.54	0.135	0.241	Not Significant

  

Overall				
Variables	Mean	Computed	p - value	Decision
		$\rho$		
Extent of Use of the Modern Management Styles of School Heads	2.48			Small/
&				Low Positive Correlation/
Level of Teachers' Performance	2.49	0.119	0.228	Not Significant

Table 9 discloses that the extent of use of the modern management styles of school heads in Zamboanga del Norte, Dipolog City, and Dapitan City was low and positively correlated with the teachers' level of performance. However, the relationship was not significant.

#### IV. Conclusion

The management styles used by the school heads in the three divisions under survey are not recognized reasonably by teachers. Some teachers are not familiar with the management styles used by the school heads since teachers frequently look at the classroom while school heads view the school. Despite contradictions in the management styles used by school heads, teachers obtained a very high degree of acceptance of the profession with a strong desire, participation with devotion, and loyalty towards the task. Likewise, the teachers manifest increasing levels of knowledge, practice, and professional engagement and commitment.

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