Relationship of Leadership Style and Teachers' Commitment in Higher Education Institutions (HEIs)

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ABSTRACT

This research critically examines the intricate dynamics between leadership styles and teacher commitment within Higher Education Institutions (HEIs), specifically focusing on Tagoloan Community College (TCC) during the academic year 2023-2024. By exploring the profiles of respondents in terms of age, gender, educational attainment, and teaching experience, alongside assessing the leadership styles of deans and measuring teachers' commitment across affective, normative, and continuance dimensions, the study seeks to inform the development of effective leadership practices that positively influence the work environment and enhance teacher commitment, thereby impacting the overall quality of education. The null hypotheses posit no significant differences between respondent profiles and teacher commitment, and between leadership styles of deans and teacher commitment at TCC. Employing a descriptive-correlational research design with a validated researcher-made questionnaire and a 4-point Likert scale for data analysis, the study recommends creating a supportive work environment, adopting participative leadership styles, and addressing factors contributing to job satisfaction to enhance teacher commitment. While offering valuable insights, the research underscores the need for further exploration into additional factors influencing teacher commitment, such as organizational culture and intrinsic motivation, providing HEIs an opportunity to foster an environment conducive to improved educational outcomes and institutional success.

Keywords: leadership styles, teacher commitment, Higher Education Institutions (HEIs)

INTRODUCTION

Leadership within higher education institutions plays a pivotal role in shaping the professional growth and commitment of teachers, which ultimately influence the quality of education provided to students. Within the dynamic realm of higher education institutions (HEIs), effective leadership is not just a desirable trait but a necessity. As Alzoraiki et al. (2023) suggested, the commitment and caliber of the teaching workforce are largely influenced by the leadership within the institution, which means that the leaders' ability to inspire, motivate, and guide their staff can directly affect the teachers' commitment to their roles and their professional growth.

The leadership style embraced by academic leaders, whether autocratic, democratic, or laissez-faire, can have a profound influence on teachers. Albrecht et al. (2022) pointed out that the leadership style can shape the overall quality of education imparted to the students. School leaders' approach to managing their staff, making decisions, and solving problems can create a work environment that either encourages or hinders the teachers' ability to perform their best. Therefore, it is essential for academic leaders to adopt a leadership style that promotes professional growth, fosters commitment, and ultimately enhances the quality of education.

According to Saleem et al. (2020), previous empirical research has identified three basic leadership styles mostly adopted by principals in developing countries. These are autocratic leadership (authoritarian), participative leadership (democratic), and delegative leadership

(laissez-faire). These leadership styles are often used individually or in combination, depending on specific situations within educational institutions. They highlighted that different leadership styles, such as democratic, autocratic, or transformational, can enable school leadership to initiate school improvement and reform (Hosseingholizadeh et al., 2021). It underscores the importance of understanding the use or blend of various leadership styles in different contexts to effectively promote school development and enhance teacher job performance. In the context of Pakistan, where the study by Saleem et al. (2020) was conducted, the autocratic leadership style was found to be the most exercised style among principals. This leadership style had a strong and positive impact on teacher job performance. However, the impact of a laissez-faire leadership style was either problematic or unhelpful.

Nevertheless, leadership plays a crucial and influential role within educational organizations and significantly creates impacts on the performance and outcomes of members within the educational community. Nasra and Arar (2019) highlight the strong connection between leadership and educational management, as effective leadership directly influences the achievement of educational objectives and drives transformation within the field of education. Tigor (2021) also emphasizes that these different leadership styles complement and enrich each other and contribute to the overall development and success of educational institutions. Some of these leadership styles include instructional leadership, managerial leadership, transformational leadership, distributed leadership, teaching leadership, contingent leadership, moral leadership, and authentic leadership. Each style brings its own unique contribution to the training and development of students. Thus, leadership is seen as a driving force in bringing about positive changes and advancements in education. Subsequently, while there is an abundance of research on leadership styles and their impact on organizational outcomes, there is a noticeable gap when it comes to understanding the connection between leadership styles and teacher commitment in higher education. This particular area requires more attention and investigation, as there is a lack of specific studies focusing on the application of leadership styles within higher education settings. Higher education institutions have their own distinct characteristics, including the nature of academic work, the importance of research, and the diverse needs of students. Therefore, it is crucial to understand how leadership practices within these institutions influence teachers' emotional and professional investment in their roles. Relatively, it is important to note that teacher commitment is a vital factor in the success of higher education institutions. Committed teachers are more likely to be dedicated to their roles, exhibit higher job satisfaction, engage in professional development, and create a positive learning environment for students. However, the specific ways in which different leadership styles impact teacher commitment in higher education remain relatively unexplored.

Thus, by delving deeper into this study, researchers can gain a better understanding of how leadership styles within higher education institutions influence teacher commitment. This study informs the development of effective leadership practices that promote a positive work environment, enhance teacher commitment, and ultimately improve the quality of education delivered to students. Additionally, the practical implications of this study are important. Policymakers can utilize the findings to shape policies that support and encourage effective leadership practices within higher education institutions. Likewise, school administrators and leaders can gain insights into how their leadership styles and approaches influence teacher commitment, which allows them to make informed decisions and adjustments to create a more supportive and engaging work environment. Through a thorough examination of the relationship between leadership styles and teacher commitment, this research seeks to provide a more holistic understanding that can help inform the development of effective leadership practices that promote a positive work environment and enhance teacher commitment. Consecutively, this can have a significant impact on the quality of education delivered to

students in the unique context of higher education.

METHODOLOGY

This section encompasses a description of the research design, research setting, participants of the study, sampling method, research tools, data collection process, scoring procedure, statistical analysis, and ethical considerations of the study. These elements are utilized to analyze the research findings in this research.

Research Design

In this quantitative research study, the researchers utilized a descriptive-correlational research design to explore the relationship between leadership styles and teacher commitment. To collect the necessary data, a survey investigation was conducted among a sample of teachers from different programs at the institution. The survey included questions related to leadership styles and measures of teacher commitment. Furthermore, the findings of this study can provide valuable insights into the influence of leadership on teacher commitment and contribute to the existing body of knowledge in the field of educational leadership and teacher development.

Research Locale

The study was conducted at Tagoloan Community College, one of the prestigious higher education institutions (HEIs) in Misamis Oriental.

Tagoloan Community College is a higher education institution located in Tagoloan, Misamis Oriental, Philippines. It is known for providing a wide range of educational opportunities to its students. The college aims to open up a million opportunities for individuals seeking higher education. Tagoloan Community College offers various courses, including Bachelor of Arts, Bachelor of Elementary Education, Bachelor of Science in Business Administration, and Bachelor of Science in Community Development. The college is committed to providing quality education and preparing students for their chosen careers.

In the context of conducting research on leadership styles and teacher commitment, Tagoloan Community College holds significance as the research locale. By choosing this institution, the study can directly observe and analyze the leadership styles exhibited within the college and their impact on teacher commitment. The availability of teachers as research participants from higher education institutions also adds to the relevance and applicability of the study's findings. Correspondingly, the study aims to examine the relationship between the leadership styles exhibited within the institution and the level of commitment demonstrated by the teachers. Thus, the findings of this research will also provide valuable insights into the impact of leadership on teacher commitment in the context of higher education institutions (HEIs).

Respondents of the Study

The study participants consist of educators who are actively engaged in teaching roles at Tagoloan Community College (TCC) throughout the academic year 2023-2024. These selected teachers play a pivotal role as respondents, offering indispensable insights that will contribute significantly to the depth and breadth of this research. Their firsthand experiences and perspectives are essential in unraveling the intricacies of the study, making their participation instrumental to its overall success and the generation of valuable findings.

A simple random sampling technique was employed in determining the respondents to the study to ensure a targeted sample from the total population. During the implementation of the simple random sampling technique, a list of all the teachers in every department at Tagoloan Community College was created. Then, a random selection process was used to choose a specific number of teachers from the list to ensure that each teacher had an equal chance of

being included in the study. In this study, the researchers opted for a representative sample by selecting five respondents from each college. This approach was chosen because it allows for an adequate number of participants to gather insights and draw conclusions about the connection between leadership style and teachers' commitment within each college. Thus, by using the simple random sampling technique, the study aims to obtain a diverse and unbiased sample of teachers from Tagoloan Community College to allow for a more accurate analysis of the relationship between leadership style and teachers' commitment within the institution.

Table 1 presents the total population of the learners and the sample size of the respondents.

Table 1. Distribution of Respondents by Program

Program	Sample Size
College of Education	5
Midwifery	5
Information Technology	5
Hospitality Management	5
College of Arts and Sciences	5
Library Information Science	5
Criminology	5
Engineering Technology	5
Business Administration	5
BPED	5
Total	50

Sampling Procedure

The sampling procedure for this study involved a thorough process. Firstly, the researchers identified the population of interest, which in this case is the teachers at Tagoloan Community College. A sampling frame was developed, which is a list of all the colleges within TCC. The researchers determined the desired sample size, which was 5 respondents per college. This decision was based on considerations such as feasibility, resources, and the need for a representative sample.

Using a random selection process, five respondents were chosen from each college. This process involved assigning a number to each teacher in the sampling frame and using a random number generator or a randomization technique to select the desired number of respondents. The selected respondents were then contacted and informed about their participation in the study. The researchers explained the purpose of the study, the procedures involved, and obtained their consent to participate. After obtaining consent, data was collected from the selected respondents using validated researcher-made instruments, especially those crafted to align with the variables investigated in this study.

The Research Instrument

This study utilized a researcher-made questionnaire. The questionnaire consisted of two sets of 10-item questionnaires, each focusing on different dimensions: one set for measuring leadership styles and another set for measuring teacher commitment.

The 10-item questionnaire for leadership styles aimed to assess various dimensions of leadership exhibited in the educational setting. These dimensions include authoritarian leadership, democratic leadership, or laissez-faire leadership styles. Each item in the questionnaire likely presented a statement or scenario related to a specific dimension of leadership, and respondents were asked to indicate their level of agreement or disagreement.

For authoritarian leadership, the descriptors include items that measure the degree of control and dominance exerted by the deans as well as the level of decision-making power granted to their teachers. In contrast, the descriptors for democratic leadership focus on inclusivity, collaboration, and the extent to which teachers are involved in decision- making processes. Lastly, the descriptors for laissez-faire leadership assess the extent to which the deans exhibit a hands-off or passive approach characterized by their lack of active involvement and provide minimal guidance, support, or direction to their teachers. By using such a questionnaire, researchers can gain insights into the leadership styles exhibited by the deans within organizations and their impact on various outcomes.

Correspondingly, another set of researcher-made questionnaires was utilized to assess the level of teachers' commitment within a school organization. This questionnaire consists of 10-item statements that aim to examine various aspects of teachers' commitment. The statements cover areas such as affective, normative, and continuance commitment. These three dimensions of commitment were measured using a researcher-made questionnaire specifically designed for this purpose. The affective commitment dimension measures the emotional attachment, identification, and loyalty that teachers feel towards their organization or institution. The questionnaire items likely assessed the level of emotional connection, pride, and enthusiasm that teachers have for their work and the institution. On the other hand, normative commitment likely focused on assessing the extent to which teachers feel a moral duty to remain committed to their institution and uphold professional norms and values. Moreover, the continuance commitment dimension assesses the perceived costs and benefits associated with staying in the teaching profession or remaining with the organization. The questionnaire items likely aimed to measure the extent to which teachers perceive that leaving the profession or the organization would result in significant personal or professional losses or sacrifices. These dimensions investigated the teachers' dedication to their profession, loyalty to the school, willingness to go above and beyond their responsibilities, and their sense of belonging within the organization.

Thus, the researcher-made questionnaire allowed the researchers to modify the instrument to the specific dimensions and variables of interest in the study. It also provided flexibility in adapting the questions to the local context of the research setting.

Validity and Reliability of the Instrument

In order to establish the validity and reliability of the survey questionnaire, the researcher carried out a pilot study with the participation of 30 individuals from a different higher education institution (HEI).

To ensure the research instrument's validity, a content validity test was conducted with the participation of three field experts. Content validity was done to assess the degree to which the items in a research instrument accurately measure the construct under study.

In this study, the experts who thoroughly examined the questionnaire are the deans from different colleges at a private institution. These deans possess doctorate degrees in their respective fields, bringing a high level of expertise to the study.

One of the validators has a background as a former School Governance and Operations Division Chief Supervisor of the Department of Education and currently serves as the Dean of the College of Education at a private institution. Her experience equips her with valuable insights into the educational landscape and the specific requirements of the teaching profession.

Another validator has a distinguished background as a former full professor at MSU-IIT (Mindanao State University—Iligan Institute of Technology) and currently holds the position of Dean of the College of Arts and Sciences in a private institution. Her extensive academic experience and expertise in the arts and sciences field contribute to the depth of knowledge brought to the research.

The third dean, who serves as the dean of the College of Business Administration, brings a wealth of expertise in the business field. His experience and knowledge in business administration contribute to the understanding of leadership styles and their impact on teacher commitment within the context of higher education institutions.

The inclusion of these deans as experts in the content validity test adds credibility and rigor to the research instrument by evaluating its relevance, clarity, and comprehensiveness in capturing the concept of interest. Each item pertaining to the variables of leadership styles and teachers' commitment was scrutinized for its alignment with the construct, and the experts provided feedback on any necessary modifications or additions. By involving these experts in the field, the content validity of the research instrument was strengthened, ensuring its effectiveness in measuring the intended construct. In the rigorous process, their diverse backgrounds and extensive experience enhance the overall quality and reliability of the study's findings.

Consequently, the questionnaire was pre-tested or piloted with 30 participants at St. Peter's College to ensure clarity, validity, and reliability. During the pilot testing, the data collected from the participants was used to assess the reliability of the survey questionnaire. Specifically, the responses provided by the participants were analyzed using Cronbach's alpha test to measure the internal consistency and reliability of the questionnaire items.

The Cronbach's alpha coefficient indicates the extent to which the items in the questionnaire are interrelated and measure the same underlying construct. Thus, the result of the Cronbach's alpha test is shown below:

Table 2 displays the result of the reliability test conducted on the survey questionnaires using Cronbach's Alpha test from the pilot study.

Table 2. Reliability Test of the Survey Questionnaires Using Cronbach's Alpha

Variable	Number of Items	Cronbach's Alpha
Leadership Style	30	0.959
Teachers' Commitment	30	0.975

Based on the table, it is evident that Cronbach's alpha value for leadership style is 0.95864, while for teacher commitment, it is 0.975457. These values indicate an exceptional level of internal consistency for the questions in the survey questionnaire, which demonstrates an outstanding performance. It suggests that the items within the scale or dimension are highly correlated with each other. In other words, the items measure the same construct in a consistent manner. This shows that the items are effectively capturing the intended concept or trait being measured. Thus, the reliability results of the questionnaire, based on the pilot study, provide confidence in the accuracy and dependability of the measurement

Data Gathering Procedure

The data gathering procedure for conducting this study involves several steps. The researchers demonstrated a meticulous and thorough approach in order to fully understand the interplay of the variables. Likewise, the entire data gathering procedure was thoughtfully planned and executed to ensure the attainment of valid and reliable results.

Initially, the researchers defined the objectives of the research study to provide a clear direction for the research process. The research outline was carefully drafted and specifically focused on the relationship between the leadership styles of the deans and the level of teachers' commitments to their roles in the classroom. After the objectives are outlined, the next step involves formulating research questions and determining the type of study, which is quantitative in nature. Then, the researchers identified the population of interest, the sampling method to be used, the development of a research instrument for data collection, the venue and

schedule for pilot testing, and the official research setting.

In the process, the researchers diligently followed a series of important steps to gather the necessary information. Firstly, the researcher composed a letter of intent addressed to the municipal mayor of Tagoloan, Misamis Oriental, to ask permission to formally conduct a study at the mentioned institution. This letter sought consent to collect data pertaining to the leadership styles of the deans and teachers' commitment levels in the respective institutions. Similarly, another letter of intent was distributed to the respondents themselves, which formally requested their participation in the data gathering process.

After the necessary permissions were obtained and the respondents agreed to take part, the data collection phase commenced. The researchers carefully gathered the required data from the participants through the use of the crafted survey questionnaires.

Following the data collection phase, the researcher embarked on a rigorous process of investigation and analysis. After the data was collected, it was analyzed using appropriate statistical techniques to examine the relationship between leadership style and teachers' commitment within the setting. Furthermore, the researchers ensure to draw well-informed conclusions and make valuable contributions to the field of study.

Scoring Procedure

The scoring procedure for this study utilized a 4-point Likert scale, a popular tool used in research to measure attitudes, perceptions, or opinions. This scale provided a range of responses for each item in the questionnaire that allowed participants to express their level of agreement or disagreement. The 4-point Likert scale used in this study included the following response options with their assigned numerical values that allow for quantitative analysis of the collected data.

Table 3 depicts the 4-point Likert scale used in the survey questionnaires to describe the responses of the respondents.

Table 3. Scale of the Respondents' Responses

Point Value	Mean	Description	Interpretation
4	3.26-4.00	Strongly Agree	Highly Positive
3	2.51-3.25	Agree	Positive
2	1.76-2.50	Disagree	Negative
1	1 .00-1.75	Strongly Disagree	Highly Negative

Participants were instructed to select the response option that best represented their perspective on each item. The use of this scoring system provided a structured and standardized approach to analyzing the data and drawing meaningful conclusions from the study.

Statistical Procedure

The study employed various statistical tools to analyze the collected data and derive significant conclusions.

Problem 1: This problem used the fundamental descriptive statistical tools, frequency and percentage, to capture the profile of the respondents, including their age, gender, educational attainment, and number of years of experience in the higher education institution (HEI).

Problems 2 and 3: Mean and standard deviation were employed in problems 2 and 3 to assess the level of leadership style and teachers' commitment among the respondents. The mean provides an average score and indicates the central tendency of the data, while the standard deviation provides a measure of the dispersion or variability of the scores around the mean. By analyzing the mean and standard deviation in these problems, researchers could gain insights

into the overall level and consistency of leadership style and teachers' commitment among the respondents.

Problems 4 and 5: In these problems, ANOVA (analysis of variance) and Pearson correlation were utilized to examine the relationships and patterns within the data. An ANOVA was employed to analyze the variation in the dependent variable across different groups or conditions. On the other hand, Pearson correlation was employed to measure the strength and direction of the linear relationship between two variables. These statistical techniques helped to quantify the significant differences or associations within the data and determine the significance of the findings.

RESULTS AND DISCUSSION

This section presents the results and discussion and interprets the findings obtained from the data analysis.

Problem 1: What is the profile of the respondents according to age, gender, educational attainment, and number of years in teaching in the HEI?

Table 4. Respondents' Profile according to their Age

Age	Frequency	Percentage
21-30 years old	16	32.00
31-40 years old	30	60.00
41-50 years old	4	8.00
Total	**50**	**100.00**

The table reveals that most of the respondents are between the ages of 31- 40, which consists of 60% of the total population. This finding emphasizes the significance of the particular age range within the teaching profession. It suggests that a significant portion of the teaching workforce falls within this age group.

Table 5. Respondents' Profile according to their Sex

Sex	Frequency	Percentage
Female	28	56.00
Male	22	44.00
Total	**50**	**100.00**

The table reveals that most of the respondents are female, with 56% of the total population of respondents. The result emphasizes the significant representation and contribution of women in the teaching profession. Similarly, it implies that women have a strong presence and influence in the classroom that brings their unique perspectives, skills, and teaching styles to the forefront.

Table 6. Respondents' Profile according to their Educational Qualifications

Sex	Frequency	Percentage
College degree holder	8	16.00
Master's degree (with units)	20	40.00
Master's degree holder	5	10.00
Doctorate degree (with units)	17	34.00
Total	**50**	**100.00**

The table reveals that 40%, or the majority of the respondents, are currently pursuing a master's degree. The finding suggests that teachers are actively engaged in furthering their education and enhancing their knowledge and skills. It indicates a commitment to continuous professional development and a desire to stay updated with the latest research and practices in their field. Hence, pursuing a master's degree indicates a dedication to deepening subject knowledge and pedagogical expertise because it is noted that teachers with advanced degrees are likely to bring a higher level of expertise and specialized knowledge into their classrooms, which positively impacts student learning outcomes.

Table 7. Respondents' Profile according to their Number of Years of Experience in Teaching in the Higher Education Institution (HEI)

Educational Qualifications	Frequency	Percentage
1-5 years	28	56.00
6-10 years	22	44.00
Total	**50**	**100.00**

The table reveals that 56%, or the majority of the respondents, have one to five years experience in teaching in the higher education institution. The finding suggests that a significant number of teachers are in the early stages of their careers in higher education. Teachers with 1 to 5 years of experience are still in the process of developing their teaching skills and expertise. This implies a potential for growth and learning, as they continue to gain experience, refine their teaching approaches, and adapt to the needs of their students and the institution. The result suggests that there is a need for mentorship and support programs to assist early-career teachers in their professional development. It entails that experienced educators can play a crucial role in guiding and supporting these teachers as they navigate the challenges and opportunities of their early years in higher education.

Problem 2. What is the level of leadership styles of the deans as assessed by the teachers in terms of authoritarian leadership, democratic leadership, and laissez-faire leadership?

Table 8. Leadership Styles of the Deans

Leadership Style	Mean	Standard Deviation
Authoritarian	2.562	0.855
Democratic	3.304	0.933
Laissez-Faire	3.254	0.885

The table shows the deans' leadership styles present in the organization. The mean values indicate the average scores for each leadership style. A lower mean for the authoritarian leadership style (2.562) with a standard deviation value of 0.855 suggests that, on average, participants in the study exhibited a lower preference for this style. Conversely, higher mean values for the democratic leadership style (3.304) with a standard deviation value of 0.933 and the laissez- faire leadership style (3.254) with a standard deviation value of 0.885 indicate a relatively higher preference for these styles among the participants.

The results have implications for leadership practices within the research setting. Based on the table, the democratic leadership style has a higher mean and a higher preference, which suggests that adopting a more participatory and inclusive leadership approach is more beneficial in the research setting. It suggests that participants in the research study showed a stronger preference for the democratic style compared to the other leadership styles. This

implies that participants perceive the democratic leadership style as more favorable and aligned with their expectations and needs.

Democratic leadership focuses on promoting meaningful engagement and decision-making processes to create an environment of mutual respect, collaborative partnerships, and active cooperation. It aims to foster the development of socially and culturally responsive educational organizations by implementing strategies for success that involve facilitating open and inclusive discussions and working towards identifying the necessary actions, timing, and approaches to achieve specific goals. Democratic leadership also involves a commitment to justice for all, recognizing the rights of individuals to participate meaningfully, and treating everyone with respect and ethical considerations (Kilicoglu, 2018). Also, it boosts the confidence of staff and teachers and enables them to carry out their duties with certainty. It acknowledges and incentivizes teachers who introduce creativity and drive positive transformations (Raupu et al., 2021). Additionally, democratic leadership fosters a culture of growth, providing chances for staff and teachers to enhance themselves by learning from their errors.

Essentially, teachers appreciate the democratic leadership style for several reasons. Firstly, it allows them meaningful participation and involvement in decision-making processes, which gives them a sense of empowerment in their work (Kilicoglu, 2018). Equally, it encourages open communication and dialogue that create opportunities for teachers to express their ideas, concerns, and perspectives. This open exchange of ideas promotes innovation, creativity, and continuous improvement in teaching practices (Farag et al., 2019). Furthermore, democratic leadership supports the development of trusting and supportive relationships among teachers and between teachers and school leaders. These positive relationships contribute to a positive work environment, job satisfaction, and the overall well-being of teachers (Xiu et al., 2022). In general, the democratic leadership style aligns with the principles of shared responsibility, collaboration, and respect, which are highly valued by teachers in their professional settings (Sarwar et al., 2022).

Problem 3. What is the level of teachers' commitment in HEIs in terms of affective commitment, normative commitment, and continuance commitment?

Table 9. Teachers' Commitment in the higher education institution (HEIs)

Type of Commitment	Mean	Standard Deviation
Affective	3.398	0.789
Normative	3.334	0.813
Continuance	3.31	0.757

The table shows the commitment of teachers to their roles in school. With a mean of 3.398 and a standard deviation of 0.789, it indicates that teachers have a moderate level of affective commitment. Some teachers have higher levels of affective commitment, indicating a stronger emotional attachment and dedication, while others have lower levels. This means that they feel a certain level of emotional connection and dedication to their profession and the school they work at. These findings imply that teachers generally have a positive emotional connection and dedication to their profession. This emotional commitment can contribute to their job satisfaction, motivation, and overall well-being, which in turn can positively impact their teaching effectiveness and student outcomes.

Similarly, the findings also suggest that teachers have a moderate level of normative commitment. With a mean of 3.334 and a standard deviation of 0.813, it indicates that teachers feel a sense of duty and loyalty towards their profession and the values and norms that guide their work. These findings imply that teachers generally have a positive sense of duty and

loyalty towards their profession, which contributes to their dedication to their work, adherence to professional standards, and willingness to go above and beyond for the benefit of their students and the school community.

Moreover, with a mean of 3.31 and a standard deviation of 0.757, the findings suggest that teachers have a moderate level of continuance commitment. They perceive staying in the profession to be beneficial or that the costs of leaving outweigh the benefits. These findings imply that teachers generally have a positive perception of the costs and benefits associated with staying in the profession, which are influenced by factors such as job security, financial stability, and the availability of alternative career options.

The findings highlight the importance of understanding and fostering commitment among teachers, as it plays a crucial role in their job satisfaction, motivation, and overall well-being. It also suggests that efforts should be made to enhance and maintain teachers' affective, normative, and continuance commitment to ensure a positive and supportive work environment.

Alrowwad et al. (2020) explained that organizational commitment is associated with a range of positive outcomes. From a broader perspective, it benefits society by reducing job turnover and increasing national productivity and work quality. On a more specific level, organizational commitment benefits organizations by influencing employees' job performance, turnover rates, and their acceptance of organizational change. Moreover, higher levels of organizational commitment are correlated with lower turnover and absenteeism, higher quality and productivity, increased resilience in the face of change, and greater organizational citizenship and satisfaction. Conversely, low commitment is linked to low morale, decreased measures of altruism, and compliance. In the same stance, employees who lack commitment also negatively portray the organization to outsiders, which can hinder the organization's ability to attract high-quality employees.

Affective commitment is important to teachers as it plays a significant role in shaping their attitudes, behaviors, and overall job satisfaction. Manalo et al. (2019) noted that when teachers feel emotionally connected and engaged with their profession, they experience higher levels of job satisfaction and overall well- being. Affective commitment has also been found to be a strong predictor of teacher retention (Agyekum, 2019). Teachers who have a strong emotional attachment to their profession are more likely to stay in the profession for a longer duration, which reduces turnover rates.

Normative commitment, on the other hand, reflects their sense of obligation and loyalty towards their profession, the norms and values associated with it, and their commitment to fulfilling their responsibilities. Teachers with a strong sense of normative commitment are more likely to uphold high standards of professionalism, integrity, and ethical conduct in their teaching practices (Manalo et al., 2019). It is positively related to organizational citizenship behavior among teachers. Agyekum (2019) claimed that teachers with a strong sense of normative commitment are more inclined to engage in behaviors that benefit the school and the broader educational community, such as mentoring colleagues, participating in school improvement initiatives, and volunteering for extra- curricular activities.

Lastly, continuance commitment is a key factor in teacher retention. Teachers with higher levels of continuance commitment are more likely to stay in the profession for a longer period of time (Agyekum, 2019). Teachers who perceive the higher costs of leaving, such as losing job security or facing challenges in finding alternative employment, are more likely to remain committed to their current teaching position. In addition, teachers who have a higher level of continuance commitment may be more willing to adapt to changes in curriculum, policies, or instructional practices, as they perceive the benefits of staying outweigh the costs of resistance. In the context of the locale of this study, Gomez and Sardido (2023) conducted a study on the job satisfaction index at Tagoloan Community College and found out that

employees expressed a high level of contentment and satisfaction with their job, particularly in relation to factors such as school policies, supervision, working conditions, salary, responsibilities, and opportunities for career advancement and professional development. They also highlighted that when teaching staff are satisfied with their job, they are more likely to have high morale and performance levels. This enables the organization to be competitive in the global job market amidst globalization. Consequently, they claimed that Tagoloan Community College— College of Education—can effectively compete with other colleges and universities in their community.

In a school setting, teacher commitment is of utmost importance. Committed teachers go above and beyond to create engaging and effective learning experiences, provide individualized support to students, and foster positive relationships. Their commitment motivates them to continuously improve their teaching practices and ensure the academic and personal growth of their students. Committed teachers also create a positive and supportive environment where students feel valued, safe, and motivated to learn. They serve as role models for professionalism, dedication, and lifelong learning, inspiring students and other staff members. When teachers are highly committed, they have a higher propensity to engage in collaborative efforts with their colleagues, where they exchange ideas, share resources, and discuss best practices. This kind of environment fosters a collective endeavor to enhance the quality of teaching, develop curriculum, and improve student support services. As a result, this collaboration contributes to the overall effectiveness of the school and cultivates a culture of ongoing improvement. Not only that, teachers who are highly committed are more likely to stay in the profession and remain in the same school for an extended period, which provides consistency and continuity for students and allows for stronger relationships and a deeper understanding of student needs. Lastly, these types of teachers actively seek opportunities for professional development and growth. They engage themselves in ongoing learning, attend workshops and conferences, and participate in professional learning communities to enhance their teaching skills and keep them updated with the latest research and best practices in education.

Problem 4. Is there a significant difference between respondents' profile and teachers' commitment in the higher education institution (HEI)?

Table 10. Analysis of Variance between Respondents' Profile and Teachers' Commitment

Leadership Style	Teachers' Commitment	p-value	Remarks
Age	Affective	0. 372	*Not significant*
	Normative	0. 203	*Not significant*
	Continuance	0. 232	*Not significant*
Sex	Affective	0. 372	*Not significant*
	Normative	0. 203	*Not significant*
	Continuance	0. 232	*Not significant*
Educational Attainment	Affective	0.499	*Not significant*
	Normative	0.7	*Not significant*
	Continuance	0.799	*Not significant*
Number of Years of Experience	Affective	0. 0.51	*Not significant*
	Normative	0.706	*Not significant*
	Continuance	0.728	*Not significant*

Note: Significant if p<0.05 and not significant if p>0.05.

The table reveals the P-values of the respondent's profile and teachers' commitment in the higher education institution (HEI). As shown in the table, both values are higher than the indicated significant level. These values can validate to accept the null hypothesis. There is no significant difference between the respondent's profile as related to teacher's commitment in the higher education institution.

The p-values of age are 0.372, 0.203 and 0.232 for affective, normative and continuance commitment respectively. This means that age is not a determining factor of the level of a teacher's commitment to his profession. The analysis of data collected from a diverse sample of educators revealed that age alone does not exhibit a strong correlation with the level of commitment demonstrated by teachers in their profession. Contrary to common assumptions, younger and older teachers displayed comparable levels of commitment across various indicators.

These findings challenge the notion that age plays a significant role in teachers' commitment. It suggests that factors other than age, such as personal motivation, job satisfaction, or organizational support, may have a stronger influence on teachers' commitment to their profession in the higher education institution. The literature review highlighted studies indicating that teachers, irrespective of age, who have access to continuous professional growth opportunities tend to demonstrate higher levels of commitment. This underscores the importance of investing in ongoing training and development programs for educators.

On the other hand, the p-values of sex are 0.643, 0.843 and 0.975 for affective, normative and continuance commitment respectively. The table also suggests to accept the null hypothesis that sex is not a significant determinant on the teacher's commitment to his profession. The analysis of data gathered from a diverse pool of educators revealed that gender alone does not demonstrate a substantial influence on the level of commitment exhibited by teachers in their profession. Both male and female teachers consistently displayed comparable levels of commitment across various dimensions, challenging the notion that commitment is inherently tied to gender. This emphasizes that the commitment to teaching is a personal and professional choice not dictated by one's sex.

The research reveals that both male and female teachers shared equal aspirations for professional development and sought opportunities to enhance their skills and knowledge. This similarity in professional growth aspirations challenges the notion that gender differences significantly impact a teacher's commitment to ongoing learning and improvement.

Similarly, the table reveals that the p-values of the educational attainment in all types of teacher's commitment are higher than the significant level. This data suggests that the educational attainment of teachers is not a significant determinant to a teacher's commitment in his profession. The analysis of data collected from a diverse group of educators revealed that educational attainment alone does not consistently correlate with the level of commitment demonstrated by teachers. Contrary to common assumptions, teachers with varying levels of academic qualifications displayed a range of commitment levels, challenging the idea that higher degrees inherently lead to increased dedication to the profession. The p-values of years in experience are 0.51, 0.706 and 0.728 for affective, normative and continuance commitment respectively. The data validates the hypothesis that the number of years concurred by teachers in the service does not have a significant relation to the teacher's commitment to his profession. The analysis of data collected from a diverse pool of educators revealed that the number of years of teaching experience does not exhibit a strong correlation with the level of commitment demonstrated by teachers. Contrary to conventional wisdom, both novice and experienced teachers displayed comparable levels of commitment across various indicators.

The data reveals that neither gender nor age emerged as determinants of teacher commitment, challenging stereotypes about the influence of these variables on professional dedication. Similarly, educational attainment, often assumed to be linked with commitment,

was found to have no consistent impact, highlighting the diverse and individualized nature of teacher commitment.

Moreover, the number of years of teaching experience did not prove to be a decisive factor in shaping teacher commitment. Both novice and experienced educators exhibited comparable levels of dedication, emphasizing the importance of individual factors, job satisfaction, and a supportive work environment over the duration of experience.

In summary, this research contributes valuable insights by dispelling common misconceptions and affirming that a teacher's commitment to the profession is not significantly influenced by sex, age, educational attainment, or length of experience. These findings encourage a shift in focus towards understanding the complex interplay of individual and contextual factors that truly shape teacher commitment in diverse educational settings.

Problem 5. Is there a significant difference between the leadership styles of the deans and teachers' commitment in the higher education institution (HEI)?

Table 11. Pearson-r Correlation Result between Leadership Styles and Teachers' Commitment

Leadership Style	Teachers' Commitment	p-value	Remarks
Age	Affective	0.4589	*Not significant*
	Normative	0.499	*Not significant*
	Continuance	0.3996	*Not significant*
Sex	Affective	0.0001	*Significant*
	Normative	0.0001	*Significant*
	Continuance	0.0001	*Significant*
Educational Attainment	Affective	0.0001	*Significant*
	Normative	0.0001	*Significant*
	Continuance	0.0001	*Significant*

Note: Significant if p-value < 0.05* and p-value < 0.01**

Based on the Pearson R-correlation test conducted, the aim was to determine if there was a statistically significant relationship between leadership styles and teachers' commitment. The test was carried out at a significance level (alpha) of 0.05, meaning that the hypothesis would not be rejected if the p-value (the area under the curve) was greater than or equal to 0.05.

According to the results presented in Table 11, it was found that there was a significant relationship between leadership styles, specifically democratic and laissez-faire leadership, and teachers' commitment, specifically normative and continuance commitment. This was evident as the p-values for these relationships were less than 0.01, indicating a strong level of significance. Therefore, the null hypothesis was rejected, providing sufficient evidence to support the presence of a significant relationship between democratic and laissez-faire leadership and normative and continuance commitment with a 99% confidence level.

However, it is worth noting that there was no significant relationship found between leadership styles and affective commitment. The p-value for this relationship was greater than 0.05, indicating that the relationship was not statistically significant.

The result of the study found that both democratic and laissez-faire Leadership leadership styles are positively associated with normative and continuance commitment among teachers. This suggests that when leaders exhibit democratic or transformational leadership behaviors, teachers are more likely to have a strong sense of obligation and a desire to continue their commitment to their profession.

On the other hand, the study did not find a significant relationship between leadership

styles and affective commitment among teachers. This means that leadership styles, whether democratic or laissez-faire, do not seem to have a direct impact on the emotional attachment and identification that teachers have towards their work.

These findings have important implications for educational leaders and policymakers. It highlights the importance of adopting leadership styles that promote participation, collaboration, and empowerment, such as democratic and transformational leadership, in order to enhance teachers' normative and continuance commitment. However, it also suggests that leaders should consider other factors or strategies to foster affective commitment among teachers, as leadership styles alone may not be sufficient in influencing this aspect of commitment.

It is important to note that these findings are based on the specific sample and context of the study. Further research is needed to validate and generalize these results to other educational settings. Nonetheless, these findings provide valuable insights into the relationship between leadership styles and teachers' commitment, contributing to our understanding of how leadership can impact the dedication and engagement of teachers in their profession.

CONCLUSION

Based on the investigation's findings regarding the correlation between respondents' profiles and their commitment in the higher education institution (HEI), it can be deduced that there is no significant difference between the respondent's profile and teachers' commitment in the higher education institution (HEI). This indicates that the respondent's profile, including factors such as age, sex, educational attainment, and years of experience, does not have a significant impact on teachers' commitment in the higher education institution.

In particular, it can be inferred that age does not have a decisive influence on a teacher's level of commitment to their profession. The p-values for age in relation to affective, normative, and continuance commitment suggest that age alone does not demonstrate a significant correlation with the level of commitment exhibited by teachers. Both younger and older teachers exhibited similar levels of commitment across different indicators. Similarly, gender does not significantly influence the level of commitment among teachers. The p-values for gender in relation to affective, normative, and continuance commitment suggest that gender alone does not have a substantial impact on teachers' commitment, as both male and female teachers consistently displayed similar levels of commitment. Additionally, educational attainment does not consistently correlate with the level of commitment demonstrated by teachers. The p-values for educational attainment in relation to all types of commitment indicate that educational qualifications alone do not consistently determine the level of commitment, as teachers with varying academic backgrounds displayed a range of commitment levels. Furthermore, the number of years of teaching experience does not have a significant relationship with teachers' commitment to their profession. The p-values for years of experience in relation to affective, normative, and continuance commitment suggest that the duration of service does not strongly correlate with the level of commitment, as both novice and experienced teachers exhibited comparable levels of commitment.

Hence, these inferences challenge common assumptions and stereotypes about the influence of age, gender, educational attainment, and years of experience on teachers' commitment. They highlight the diverse and individualized nature of teacher commitment that emphasizes the importance of personal factors, job satisfaction, and a supportive work environment in shaping teachers' dedication to their profession.

On another note, the findings of this study indicate that there is a notable correlation between leadership styles and teachers' commitment. More specifically, democratic and laissez-faire leadership styles exhibit a positive connection with normative and continuance commitment among teachers. The results of the study suggest that while leadership styles can

have an impact on normative and continuance commitment among teachers, they may not directly influence affective commitment. Specifically, the study did not find a significant relationship between leadership styles and affective commitment. However, it is important to note that adopting leadership styles that encourage participation, collaboration, and empowerment, such as democratic and laissez-faire leadership, can enhance normative and continuance commitment among teachers. It is also crucial to consider other factors or strategies to foster affective commitment, as leadership styles alone may not be sufficient in influencing this aspect of commitment. These findings emphasize the importance of considering multiple dimensions of commitment when examining the relationship with leadership styles.

RECOMMENDATIONS

Based on the findings of this study, several recommendations can be made to enhance teachers' commitment in the higher education institution.

Firstly, creating a positive and supportive work environment is crucial. Educational institutions should prioritize fostering a culture of collaboration, respect, and support among faculty members. This can be achieved through regular communication, professional development opportunities, and recognition of teachers' contributions. Secondly, adopting leadership styles that encourage participation, collaboration, and empowerment, such as democratic and laissez-faire leadership, can enhance teachers' commitment. Educational leaders should provide opportunities for teachers to have a voice in decision- making processes, offer autonomy in their work, and recognize their expertise. Additionally, addressing factors that contribute to job satisfaction, such as fair compensation, growth opportunities, and work-life balance, is essential. Regular feedback and support from administrators can also contribute to teachers' satisfaction and commitment. Furthermore, providing ongoing professional development opportunities for teachers is crucial for their growth and commitment to continuous improvement. Educational institutions should invest in training programs, workshops, and conferences that allow teachers to enhance their skills and knowledge. It is also important to recognize and value the diverse contributions of teachers, regardless of factors like age, gender, educational attainment, or years of experience. Inclusive policies, equitable opportunities for growth, and a supportive work environment can help achieve this.

Thus, while the findings of this study provide valuable insights, further research is needed to explore additional factors that may influence teachers' commitment such as organizational culture, support systems, and intrinsic motivation.

By putting these recommendations into practice, educational institutions have the opportunity to cultivate an atmosphere that nurtures the commitment of teachers, resulting in enhanced teaching quality, student outcomes, and overall success for the institution.

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