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DISTRIBUTED LEADERSHIP OF SCHOOL HEADS, PARTICIPATION IN DECISION-MAKING AND TEAMWORK SKILLS OF THE TEACHERS: A CAUSAL MODEL ON ORGANIZATIONAL COMMITMENT IN PUBLIC SCHOOLS

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Abstract:
This study aimed to determine distributed leadership of school heads, as well as participation in decision-making, teamwork skills, and organizational commitment of public secondary school teachers. This also aimed to determine the best-fit model for organizational commitment. The researcher used a descriptive-correlational research design with a causal modeling technique using structural equation modelling. The respondents were 423 secondary school teachers in the Department of Education, Region XI, using the stratified random sampling technique. Mean, Pearson r, and Structural Equation Modelling were used as statistical tools. Additionally, it utilized a survey questionnaire in gathering the data and conducted the survey in a face-to-face modality. The results show that the school heads' level of distributed leadership is very high. Overall, it has also been found that distributed leadership is correlated with organizational commitment. In addition, it has been found that there is a significant relationship between teachers' participation in decision-making and their organizational commitment. Moreover, teamwork skills are significantly correlated with organizational commitment. Furthermore, it has been found that generated model 3 was found to be the best fit model that predicts organizational commitment in the context of public secondary school teachers in Region XI. Based on the results, all of the indicators of distributed leadership, namely, perception of educational leadership and leadership practices, are

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predictors of organizational commitment. However, two indicators of participation in decision-making, namely, learners' disciplinary problems and school planning, are predictors of organizational commitment. Additionally, two indicators of teamwork skills, namely decision-making and coordination, are predictors of organizational commitment.

SDG Indicator: (4) Quality Education

Keywords: educational management, work values, school climate, school culture, work performance, path analysis, DepEd teachers, Region XII, Philippines

1. Introduction

Organizational commitment is a critical factor for public school teachers, shaping not only their individual job satisfaction but also the overall effectiveness and stability of schools (Malik, 2020). This commitment directly influences school productivity and teacher retention, which in turn affects the educational experience for students. However, recent transitions, particularly the shift to online teaching, have led to challenges. Teachers, already dedicated to their craft, faced personal stress that often led to a decline in their commitment. This drop in teacher engagement has been shown to negatively impact student learning outcomes (Aslamiah, 2019), highlighting the urgency of addressing organizational commitment within schools.

On the other hand, teachers' dedication to their roles is essential for creating a stable and positive learning environment. It is largely essential for every organization (Caballero & Guhao, 2020). When teachers are committed, they tend to prioritize their duties, pursue school goals with vigor, and remain in their positions longer, helping to foster institutional stability. This commitment not only reduces turnover and associated costs but also encourages job satisfaction, prevents burnout, and enhances resilience. Committed educators contribute significantly to better student outcomes, a thriving school culture, and the efficient use of resources. By promoting professional growth, encouraging collaboration, and enhancing community esteem, schools can create an environment that both supports teachers and promotes effective learning. It becomes clear that the quality of education is deeply intertwined with the commitment of its educators (Bading, 2022; Habib, 2020).

Additionally, a closer look at leadership reveals a powerful connection between leadership practices and organizational commitment. Research has shown that distributive leadership—where leadership is shared among staff—plays a pivotal role in fostering this commitment. Studies indicate that when school principals practice distributed leadership, teachers exhibit higher levels of organizational commitment, showing the impact of leadership on teachers' dedication (Simatupang, 2019; Ucar, 2021).

Moreover, beyond leadership, teacher involvement in decision-making has also been linked to stronger organizational commitment (Ahad *et al.*, 2021). While the direct correlation with organizational commitment is somewhat weaker than its effect on job satisfaction, there is a significant connection between teacher participation in decisions and their overall commitment to the school. The more teachers are involved in shaping decisions, from school planning to student discipline, the more likely they are to feel engaged and committed to the organization (Park *et al.*, 2020).

Also, an often overlooked but crucial aspect of organizational commitment is teamwork. Research has consistently shown that high levels of organizational commitment are associated with effective teamwork (AlKahtani *et al.*, 2021). In fact, it is considered a vital component of success in today's professional endeavors (Quines & Albutra, 2023). Cohesive teams work together toward common goals, reinforcing the commitment of each member. In educational settings, collaborative efforts help to build a sense of community and shared responsibility, thus strengthening individual and collective commitment to the school's mission (Rodriguez *et al.*, 2023).

To understand the complex factors influencing teacher commitment, this study draws on two theoretical frameworks: Social Exchange Theory and Transformational Leadership Theory. Social Exchange Theory will be the main theory in which this study will be anchored. This theory was developed by sociologist George Homans. It first appeared in his 1958 essay, Social Behavior as Exchange. The theory posits that individuals evaluate the costs and rewards of a relationship or action, ultimately seeking to maximize rewards. This theory is highly suitable for the study because it provides a theoretical explanation of the employee-organization relationship as a social exchange relationship. Organizational commitment, within this framework, becomes a behavior developed during the process of establishing such a social exchange relationship (Liu & Deng, 2011).

Further, transformational Leadership Theory was the supporting theory in which this study was anchored. This was proposed by James MacGregor Burns and later expanded upon by others. This theory suggests that effective leaders inspire and motivate their followers to achieve extraordinary outcomes. In the context of this study, distributed leadership can be seen as a form of transformational leadership, where leadership is shared and inspires teachers to participate actively in decision-making and develop teamwork skills, ultimately fostering organizational commitment. This theory focuses on the leader's ability to inspire and motivate followers to achieve their full potential and exceed their own expectations. It is particularly relevant to the education context, where school heads play a crucial role in establishing a positive and collaborative work environment (Burns, 1978).

Additionally, when school heads exhibit transformational leadership behaviors, such as inspiring and motivating teachers, setting high expectations, and providing support and guidance, they facilitate the development of distributive leadership, teachers' participation in decision-making, and teamwork skills. These factors, in turn,

positively influence teacher organizational commitment. This theory highlights the importance of distributive leadership, teachers' participation in decision-making, and teamwork skills as predictors of organizational commitment. By fostering a collaborative work environment, school heads can enhance teachers' commitment to the organization and contribute to its overall success (Burns, 1978).

Conversely, Khan *et al.* (2020) affirmed this and stated that organizational leaders must have transformational attributes by getting informed of their employees well because transformational leaders can inspire employees to achieve anticipated or significant outcomes. This empowers employees with self-confidence over specific jobs, as well as the power to make decisions once they have been trained. Leaders play a pivotal role in facilitating this training, equipping employees with the skills and knowledge needed to wield decision-making authority effectively.

Moreover, the research of Alessa (2021) has highlighted the importance of fostering a culture of growth and change with the principles of Transformational Leadership Theory. Alessa's findings emphasize the importance of organizations having leaders who wholeheartedly embrace a culture of change and growth and actively cultivate such an environment with genuine commitment. On the other hand, Deng *et al.'s* (2023) study underscores that the qualities exhibited by leaders and their effective implementation of the dimensions of transformational leadership show a positive connection with the dedication of their followers to attaining objectives within a framework built on trust, shared values, and a common vision.

Notably, transformational leadership has been found to have a positive impact on organizational commitment. Additionally, perceived organizational support and ethical leadership have been found to be positively related to organizational commitment. Finally, high-performance work systems have been found to have a positive impact on employee organizational commitment (Kim *et al.*, 2019; Kocak & Ozkan, 2019; Ouyang & Wang, 2018; Liu & Wang, 2020).

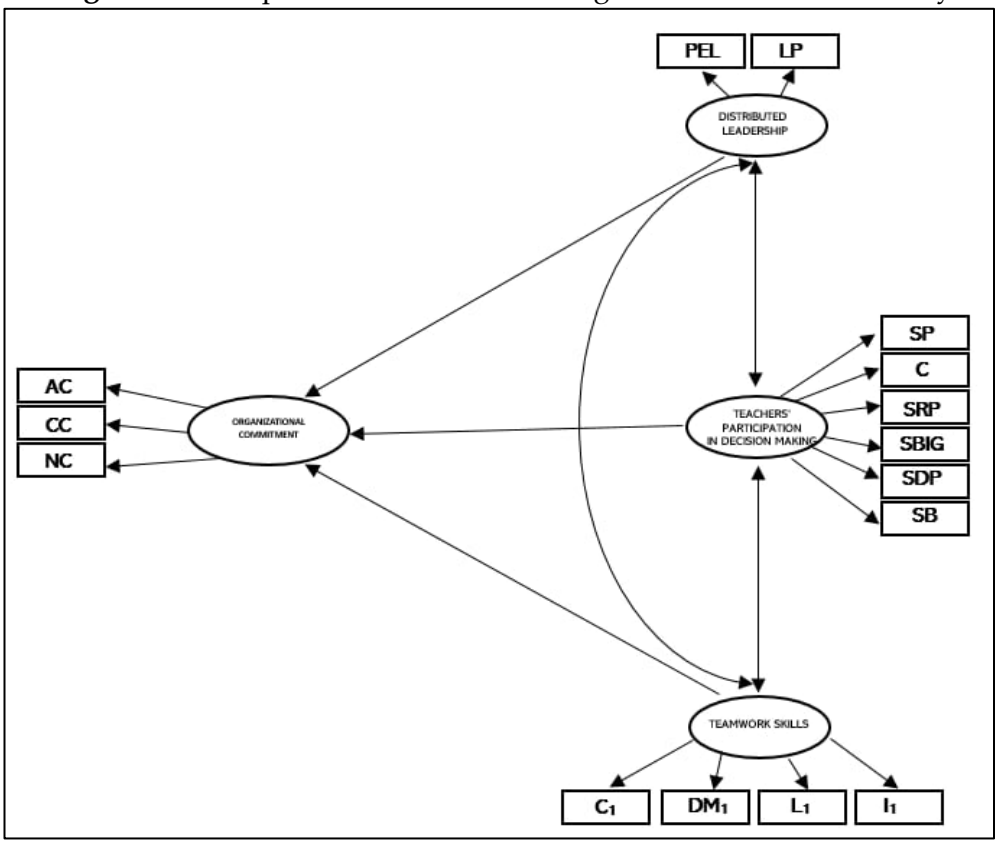
Furthermore, three studies examined the impact of different leadership styles on employee organizational commitment, each with a mediating factor. In the first study in India, transformational leadership positively influenced organizational commitment, with psychological empowerment acting as a mediator. This implies that leaders who empower their employees can boost their commitment. The second study in China found that perceived organizational support was linked to higher organizational commitment, mediated by psychological capital. Lastly, ethical leadership positively affected organizational commitment in a third study, mediated by psychological capital. Ethical leaders who enhance their employees' psychological capital can increase their commitment to the organization. These findings emphasize the significance of leadership styles and mediating factors in shaping employee commitment (Li & Wang, 2020; Miao & Cao, 2020; Nair & Vohra, 2021).

Consequently, given the importance of the study, the conceptual framework is illustrated in Figure 1. Three exogenous variables, namely distributive leadership

adopted from the Distributed Leadership Questionnaire (Abdalla, 2014), Teachers' Participation in Decision Making adopted from the Teacher's Participation in Decision-Making Questionnaire (Erena, 2018), and Teamwork Skill adopted from the Teamwork Skill Questionnaire (O'Neil & Perez, 2003) are depicted therein, which impact organizational commitment as pointed by the single-headed arrow. Each variable has measurement errors (e1 to e18) in the model stem from questionnaire items when gauging these latent variables (Celhay *et al.*, 2022; Hanfstingl, 2019).

In addition, Organizational Commitment was adopted from the Revised Organizational Commitment Scale (Jaros, 2007). As shown in the structural model, distributed leadership as a latent variable has two observed variables coded as PEL for Perceptions of Educational Leadership and LP for Leadership Practices; teachers' participation in decision-making as a latent variable has six observed variables coded as SP for School Planning, C for Curriculum, SRP for School Rules and Policies, SBIG for School Budgeting and Income Generating, SDP for Students Disciplinary Problem, and SB for School Building; teamwork skills as a latent variable has four observed variables coded as C for Coordination, DM for Decision-making, L for Leadership, and I for Interpersonal; and organizational commitment as a latent variable has five observed variables coded as AC for Affective Commitment, CC for Continuance Commitment, and NC for Normative Commitment.

Figure 1: Conceptual Framework Showing the Variables of the Study



It is important to note that distributed leadership is a complex concept that is associated with improved organizational outcomes. Empirical research studies of distributed leadership found out that it is associated with increased innovation, improved student outcomes, and higher levels of teacher satisfaction. Thus, it highlights the need for more research to understand the impact of distributed leadership on organizational outcomes. In addition, the research used a modified Delphi method to investigate distributed leadership in practice and identified several challenges to implementing distributed leadership, including a lack of clarity about roles and responsibilities and a lack of support for distributed leadership practices. In fact, there is still a need for more research to understand the impact of distributed leadership on school culture and practice (Bush, 2022; Harris, 2009; Koseoglu & Yildirim, 2022; Leithwood & Jantzig, 2018).

Further, a scoping review examined existing empirical research on distributed leadership. Despite numerous literature reviews, it became evident that more empirical research is needed to fully comprehend the influence of distributed leadership on school culture and practices. Subsequently, a separate article delved into the applications and potential misuse of power within distributed leadership. This article revealed that distributed leadership is a multifaceted and intricate concept, manifesting differently in various contexts. In the same way, a systematic review covering the period from 2010 to 2022 focused on school-distributed leadership. This review affirmed that distributed leadership remains a complex and versatile concept, with its implementation varying across different contexts. Notably, this review identified several trends in the production of knowledge related to distributed leadership. These trends encompassed the utilization of diverse research methodologies and the exploration of various concepts and approaches (Koseoglu & Yildirim, 2022; Koseoglu & Yildirim, 2022; Lumby, 2013).

Overall, the literature reviews suggest that distributed leadership is a complex and multifaceted concept that is associated with improved organizational outcomes. However, there is still a need for more empirical research to understand the impact of distributed leadership in different contexts and to identify the most effective ways to implement distributed leadership practices in practice.

Meanwhile, a research study used a structural equation model to investigate the relationship between management leadership, collaborative work, shared goals, and participation in decision-making. The study found strong relationships between these variables, suggesting that promoting pedagogical coordination and educational leadership can lead to school improvement. In a similar vein, a mini-review explores the conceptual framework of distributed leadership and its application in middle school classrooms. The review suggests that distributed leadership can be an effective approach to promoting teacher participation in decision-making and improving student outcomes (Frontiers, 2023; García-Martínez *et al.*, 2020).

Consequently, research investigated selected factors contributing to teacher job satisfaction using 2013 TALIS data. The study found that teacher collaboration and

professional community positively influence teacher job satisfaction. Also, recorded in the existing body of literature concluded that teacher participation in decision-making is positively related to teacher job satisfaction. Additionally, teacher participation in decision-making is significant to school effectiveness in Saudi Arabia. Thus, a review explored the role of teacher agency in educational change and it is discovered that teacher agency is an important factor in promoting teacher participation in decision-making and improving educational outcomes (Alqurashi & Alghamdi, 2022; Hargreaves & O'Connor, 2021; Kim *et al.*,2019; Wang *et al.* 2020).

Moreover, teamwork skills are essential in various settings, including organizations and healthcare teams. It is a dynamic process that involves individuals working together to achieve a common goal. The review identified several factors that contribute to effective teamwork, including shared mental models, mutual trust, team cohesion, relationship between teamwork, and patient safety in healthcare teams. Thus, it is found out that effective teamwork is associated with improved patient outcomes and reduced medical errors. Moreover, teamwork skills had a positive impact on the students' perceived learning outcomes and on stimulating group reflection in the context of education (Salas *et al.*, 2018; Sjølie *et al.*, 2021).

Additionally, the literature examines the effectiveness of teamwork training interventions in various settings, including military, aviation, and healthcare. Moreover, a collaborative, team approach to professional development can integrate effective traits and often includes student and teacher-focused goals. The review found that teamwork training can improve team performance and reduce errors. A systematic review and meta-analysis evaluated the effectiveness of teamwork processes in healthcare teams and it discovered that teamwork is more important under certain conditions. It also identified several contextual and methodological factors that moderate the effectiveness of teamwork (Smith-Jentsch *et al.*, 2019; Smith *et al.*,2020; West *et al.*, 2019).

On the other hand, over the years, organizational commitment has remained a key focus in management studies, encapsulating an employee's loyalty and attachment to their workplace. As said, employees who are strongly committed to their organization are less likely to break company policies and typically maintain good attendance, as they view their work as a vital aspect of their lives (Quines & Albutra, 2023). With that, Meyer and Allen's model delineates this commitment into affective, continuance, and normative dimensions, representing emotional ties, perceived leaving costs, and a sense of obligation, respectively. Extensive research has probed into its causes and effects. Notably, educators' dedication to their schools mirrors emotional bonds and unwavering dedication, profoundly influencing school effectiveness and stability (Bulawat, 2020; Muda & Fook, 2020).

Furthermore, the research gap in this study lies in the need to investigate the best-fit model that predicts teachers' organizational commitment. Taking into account that, like in many other institutions, organizational commitment is essential for instructors in schools. Only when teachers have a strong organizational commitment can they provide

excellent performances and interact with pupils in a highly motivated way. There are already studies conducted related to organizational commitment, such as the research of Ramli *et al.* (2024) about an analysis of the Influence of Organizational Commitment on the Work Discipline of Public High School Teachers. Also, Kartiko *et al.* (2023) conducted research on improving teacher job satisfaction through organizational commitment and organizational citizenship behavior in the digitalization era. However, the researcher had not come across a study that determined the best fit model that predicts teachers' organizational commitment as mediated by the endogenous variables in this study. Thus, this study aims to bridge this gap by examining the combined impact of these factors on teachers' commitment, which can offer insights for educational institutions seeking to enhance their teacher engagement, satisfaction, and retention.

Moreover, this study seeks to achieve the following: measure the level of distributed leadership in terms of perceptions of educational leadership and leadership practices. Furthermore, this also measured the level of teachers' participation in decision-making in terms of school planning, curriculum, school rules and policies, school budgeting and income generating, students' disciplinary problem, and school building. Also, this aimed to determine the level of teamwork skills in terms of coordination, decision-making, leadership, and interpersonal. In addition, this measured the level of organizational commitment in terms of affective commitment, continuance commitment, normative commitment, indebted obligation dimension, and moral imperative dimension. Also, this determined the correlation significant relationship between distributed leadership and organizational commitment, teachers' participation in decision-making and organizational commitment, teamwork skills and organizational commitment, distributed leadership and teachers' participation in decision making, distributed leadership and teamwork skills, and teachers' participation in decision-making and teamwork skills. This also sought to find out and develop the best fit model on organizational commitment among teachers.

Hence, the following alternative hypothesis will be tested at a significance level of 0.05. There is no significant relationship between distributed leadership and organizational commitment. Also, there is no significant relationship between teachers' participation in decision-making and organizational commitment. Additionally, there is no significant relationship between teamwork skills and organizational commitment. Also, there is no significant relationship between distributed leadership and teachers' participation in decision-making and teamwork skills. In addition, there is no significant relationship between teachers' participation in decision-making and teamwork skills. Lastly, there is no best-fit model that predicts teachers' organizational commitment.

Notably, this research makes a significant contribution to the global pursuit of quality education, aligning with Sustainable Development Goal Indicator 4. By identifying factors that enhance teacher commitment and retention, it offers valuable insights for educational leaders and policymakers worldwide. This study emphasizes the crucial role of committed teachers in promoting lifelong learning opportunities for all,

contributing to the achievement of all targets within SDG Indicator 4. Furthermore, it addresses the global challenge of retaining experienced teachers by highlighting factors that foster commitment.

Thus, this study could have a positive influence in various ways. Firstly, it offers a solid foundation for providing recommendations to higher officials at the Department of Education (DepEd) in Region XI on how to enhance the commitment of teachers in public schools. Secondly, it can be beneficial for school administrators as they reflect on their leadership approaches in cultivating dedicated teachers within an organization that prioritizes Quality Education for All. Thirdly, it will help teachers as this sought to determine the best fit model that predicts teachers' organizational commitment. This would potentially develop a mechanism that will help improve teachers' commitment to the organization. Lastly, it holds significant value for the researcher herself, who is a member of the DepEd and is dedicated to improving teachers' commitment to combat the high turnover rates among experienced teachers in the Philippines, especially as DepEd works towards achieving SDG Indicator 4, which focuses on Quality Education. Lastly, this research could also be valuable for other researchers looking to explore different variables that could predict and address the prevalent issue of organizational commitment among public school teachers.

2. Material and Methods

This section contains comments from the research respondents, materials and instruments, and design and procedure. Prior to collecting the sample, the researcher needs to ascertain both the total number of respondents required and the recommended sample size.

This study focused on employing a stratified random sampling technique among the total population of 14,571 public secondary school teachers within the Department of Education Region XI in the Philippines. Stratified sampling involves selecting samples from different groups within a large group. This ensured that each smaller group was well-represented in the sample. This helps researchers better understand the whole big group because they can choose specific smaller groups to be part of the sample (Lynn, 2019). Thus, a sample size of 423 respondents, calculated using Raosoft, ensured statistical significance within this extensive population. For the distribution of respondents, 139 teachers are from Davao City Division, 54 teachers were from Davao Del Norte, 43 teachers were from Davao Del Sur, 36 teachers were from Davao Occidental, 48 teachers were from Davao Oriental, 18 teachers were from Digos City, 15 teachers were from Island Garden City of Samal, 19 teachers were from Mati City, 21 teachers were from Panabo City and 29 teachers were from Tagum City.

This study aimed to elucidate the complex interplay between the distributed leadership of school heads, teachers' participation in decision-making processes, their teamwork skills, and the consequential impact on the organizational commitment of

public secondary school teachers in the Department of Education Region XI, shedding light on pivotal dynamics within the educational landscape.

Moreover, the inclusion criteria focused on public secondary teachers affiliated with specific divisions: Compostella Valley, Davao Oriental, Davao del Sur, Davao Occidental, Mati City, Digos City, Davao City, Panabo City, Tagum City, and Island Garden City of Samal. Notably, teachers outside these delineated divisions and those from non-public school settings were excluded from participation. Throughout the study, respondents maintained the autonomy to voluntarily withdraw from participation voluntarily, ensuring their right to do so without facing any repercussions. This approach ensured a clear and defined selection process while upholding ethical considerations and respecting participants' autonomy.

For this study, a modified survey questionnaire served as the research instrument, encompassing four key variables: distributed leadership, teachers' participation in decision making, teamwork skills, and organizational commitment. The first section, centered on distributed leadership, was derived from the Distributed Leadership Questionnaire (Abdalla, 2014). Following this, the second section focused on teachers' participation in decision-making, adapted from the Teacher's Participation in Decision-Making Questionnaire (Erena, 2018). Subsequently, the third section shall delve into assessing teamwork skills, drawing its foundation from the Teamwork Skill Questionnaire (O'Neil & Perez, 2003). Lastly, the fourth section explored organizational commitment, utilizing the Revised Organizational Commitment Scale (Jaros, 2007).

Furthermore, the survey questionnaires utilized a 5-point Likert scale for respondents to evaluate their agreement with various statements concerning distributed leadership, teachers' participation in decision-making, teamwork skills, and organizational commitment. To evaluate the responses, the following criteria were applied: means falling within the 4.20–5.00 range indicated a very high descriptive level, suggesting that questions are consistently observed; means within the 3.40–4.19 range denoted a high descriptive level, indicating that items are frequently observed; means in the 2.40–3.39 range signified a moderate descriptive level, suggesting that items are sometimes observed; while means within the 1.80–2.39 range shall suggest a low descriptive level, indicating that items are seldom observed. Lastly, means within the 1.00–1.79 range indicated a very low descriptive level, signifying that items are never observed.

To ensure precise measurement, the questionnaires underwent rigorous content validity and reliability analyses. Expert validation from external professionals specializing in social research and statistics was sought to validate the survey instruments with the total average score of 4.44 by the validators. Any recommended modifications to content and statements were integrated before the final questionnaire was prepared for printing. Ahead of the actual survey, a pilot test involving 40 respondents was conducted to evaluate questionnaire reliability.

Moreover, to check how well the different parts of the assessment measured the same thing, we used a statistical measure called Cronbach's alpha. Cronbach's alpha measures internal consistency reliability, which means it tells us how well the items on a scale or questionnaire measure the same underlying concept. The results showed that the measures for distributed leadership and teachers' participation in decision-making had very strong internal consistency with Cronbach's alpha both of .937. The measures for teamwork skills and organizational commitment also showed good internal consistency with Cronbach's alpha of .899 and .883. These results suggest that the assessment is reliable and accurately measures the concepts it's designed to assess. Thus, the results are consistent with those of Taber (2018) as he mentions Cronbach's alpha values of 0.7 or higher shall indicate satisfactory internal consistency.

This study, grounded in quantitative methodology, delves into the intricate connection between distributed leadership, teachers' participation in decision-making, teamwork skills, and the resultant impact on the organizational commitment of public-school teachers. Through established surveys and scales, this study aims to quantify perceptions of distributed leadership, teachers' participation in decision-making, teamwork skills, and diverse dimensions of organizational commitment among participants. By employing correlational analyses, this study seeks to unearth significant associations between these variables, exploring correlations linking distributed leadership, teachers' participation in decision-making, teamwork skills, and overarching organizational commitment. Correlational research, a non-experimental method, involves measuring and assessing the statistical relationship between two variables without external influence. It is used to test hypotheses when manipulating the independent variable is impractical or unwanted (Mekonnen, 2020).

Structural Equation Modeling (SEM), an advanced statistical technique, was used in this study to construct a comprehensive causal model. This method offers a sophisticated framework for delineating the complex interconnections between distributed leadership, teachers' participation in decision-making, teamwork skills, and organizational commitment among public school educators. By integrating multiple variables, SEM facilitates a deeper understanding of their intricate relationships, allowing the identification of pivotal factors that significantly influence organizational commitment. Drawing on prior research, SEM serves as a powerful tool to unravel the nuanced dynamics within the educational landscape, offering valuable insights into enhancing commitment and collaboration among teachers (Deng *et al.*, 2018; Hair *et al.*, 2021; Zakrzewska-Bielawska *et al.*, 2022).

To facilitate the research study's data collection phase, a systematic approach was adopted to procure and disseminate survey questionnaires among the research participants. This involved seeking authorization from various education authorities at different levels, including the Office of the Regional Director and Division Superintendents, last May 22 – June 22, 2024. The initial step involved drafting a formal request for permission to conduct the study addressed to the Department of Education

Region XI. These measures aimed to secure the necessary approval and cooperation essential for the distribution and collection of survey instruments. Upon obtaining approval, the researcher duplicated the survey questionnaires for distribution to the chosen respondents. Then, a timetable was set for the duration of the floating and retrieval of questionnaires, which was in School Year 2023-2024.

The data were analyzed and interpreted using the appropriate tools. Mean was used to determine the level of distributed leadership, teachers' participation in decision making, teamwork skills and organizational commitment in terms of their individual varied indicators. Pearson r or Pearson Product-Moment Correlations was used to determine the interrelationship between the independent variables, namely: the distributed leadership of school heads, teachers' participation in decision-making, teamwork skills and the independent variable, which is the organizational commitment among public school teachers. Furthermore, structural equation modeling was used to test the hypothesized model and to determine the best fit model of organizational commitment among public school teachers.

Fit indices provide information about how well the model represents the observed data and the relationships between the variables. The following fit indices were used to evaluate the model fit: Chi-square (χ^2) statistic, Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Standardized Root Mean Square Residual (SRMR). Model fit was considered acceptable when the following criteria were met: χ^2 p-value > 0.05, RMSEA < 0.08, CFI and TLI > 0.95, and SRMR < 0.05. These guidelines are commonly used in the field to indicate a good fit between the model and the data.

In addition, this study adhered to the ethical guidelines established by the University of Mindanao Ethics Research Committee (UMERC). The core principles of informed consent, respecting participant autonomy, and safeguarding privacy and confidentiality are paramount. Participants were guaranteed voluntary participation, ensuring their free will and understanding of their involvement. UMERC's framework also addresses broader ethical considerations such as plagiarism, fabrication, conflict of interest, and deceit while ensuring appropriate permissions are obtained. The framework prioritizes participant benefits, aiming to provide favorable outcomes or advantages from participation. Furthermore, it emphasizes appropriate authorship credit for contributions from statisticians, advisors, and panelists. This comprehensive ethical framework serves as a guide, shaping the study's methodology, aligning with ethical standards, and ensuring integrity throughout the research process.

3. Results and Discussion

This section presents the results of the study with the following objectives, determine the level of school heads' distributed leadership, the teachers' participation in decision-making, level of teamwork skills and organizational commitment of the teachers. This

also investigated the relationships between the identified variables. On the other hand, this also discussed the best fit model that predicts organizational commitment among teachers in the Department of Education, Regional Office XI.

3.1 Distributed Leadership of School Heads

Table 1 presents the level of distributed leadership of school heads with the following indicators: perceptions of educational leadership and leadership practices. It could be gleaned from the results that with the overall mean of 4.60 and a standard deviation of 0.36, the school leaders have a very high level of distributed leadership. It also implied that the secondary school teachers strongly agreed that their school leaders possess distributed leadership. Among the indicators mentioned, perceptions of educational leadership got the highest mean of 4.61, which could be interpreted as very high. This means that the secondary school teachers strongly agreed that their school leaders have perceptions of educational leadership. The indicator with the lowest mean is leadership practices, with 4.60, which could be interpreted as very high. This could imply that the secondary school teachers strongly agreed that their school leaders have leadership practices.

Table 1: Level of Distributed Leadership of School Heads

Indicator	SD	Mean	Descriptive Level
Perceptions of Educational Leadership	0.36	4.61	Very High
Leadership Practices	0.42	4.60	Very High
Overall	**0.36**	**4.60**	**Very High**

The results imply that the school leaders' distributed leadership is very high as gauged by secondary school teachers. The school leaders have very high perceptions of educational leadership. Thus, it could be inferred that the teachers strongly agreed that student learning is enhanced when teachers work together, each teacher should take responsibility for the achievement of all students in their classes, all teachers are leaders in the classroom and active support of the School Head is vital when changes are being introduced in a school.

This result also supports the finding of the study conducted by Alshehri (2022) titled "Distributed leadership among school principals in the eastern region and its relationship to teachers' job satisfaction" revealed that a high percentage of school leaders used distributed leadership, and that this had a significant impact on the school's vision. Additionally, the organization and culture of the school had a significant impact on the degree of distributed leadership practiced, and the nature of leadership practices had a significant impact. Furthermore, the school, the position, and the current principal all achieved a very high level of job satisfaction among staff members.

This result is corroborated by the study conducted by Alshehri (2022) titled "Distributed leadership among school principals in the eastern region and its relationship to teachers' job satisfaction", which revealed that a high percentage of school leaders used

distributed leadership and that this had a significant impact on the school's vision. Additionally, the organization and culture of the school had a significant impact on the degree of distributed leadership practiced, and the nature of leadership practices had a significant impact. Furthermore, the school, the position, and the current principal all achieved a very high level of job satisfaction among staff members.

3.2 Teachers' Participation in Decision-Making

Table 2 provides a comprehensive discussion on the level of teachers' participation in decision-making in terms of the following indicators: school planning, curriculum and instruction, school rules and regulations, school budgeting and income generating, learners' disciplinary problems and school building. With the overall mean of 4.23, the teachers have very high participation in decision-making. On the other hand, there is a very high level of curriculum and instruction, learners' disciplinary problems, school rules and regulations and school planning with the means 4.56, 4.53, 4.51, and 4.26, respectively. This also means that the teachers strongly agree with their participation in decision-making when measured in terms of these indicators. On the other hand, the indicators of school budgeting and income generating and school building obtained the means of 4.04 and 3.48, respectively, which could be interpreted as high. This means that teachers agree that they participate in decision-making in terms of these indicators.

Table 2: Level of Teachers' Participation in Decision-Making

Indicators	SD	Mean	Descriptive Level
School Planning	0.66	4.26	Very High
Curriculum and Instruction	0.46	4.56	Very High
School Rules and Regulations	0.54	4.51	Very High
School Budgeting and Income Generation	0.86	4.04	High
Learners' Disciplinary Problems	0.56	4.53	Very High
School Building	1.11	3.48	High
Overall	**0.53**	**4.23**	**Very High**

The results imply that the secondary school teachers' participation in decision-making is very high. Thus, they strongly agree that they participate in decision-making processes. The indicator with the highest mean is curriculum and instruction, which means that the teachers are showing very high participation in terms of this indicator. The teachers have very high participation in setting the learning objectives, deciding on the form of the lesson plan, evaluating how the department is operating, developing teaching methodologies, developing procedures for assessing students' achievement and in determining when and how instruction supervision can be delivered. Also, the indicator with the lowest mean is school building. This shows that the secondary school teachers agree that they participate in decision-making when measured in this area. They have high participation in deciding on the expansion of school building, deciding on maintenance of school building, assigning school building for department and teaching room, and deciding on the construction of new buildings.

The result is supported by the results of a study conducted by Exaudi and Michaela (2022), titled Teachers' Participation in Decision Making and Work Performance in Public Secondary Schools in Meru District Council in Arusha, Tanzania, showed that there is a relationship between teachers' involvement in decision-making and improved student performance, efficiency, commitment, and accountability. The study also showed that factors such a lack of leadership training, facilities, financial difficulties, and insufficient time for participation all had an impact on teachers' ability to participate in decision-making. Schools saw low academic achievement as a result of these causes.

However, the study conducted by Ngussa (2017) yielded inconsistent findings, concluding that instructors' involvement in extracurricular activity planning, resource distribution, income source identification, and budget allocation was restricted. There were very few appropriate outlets available for them to express their opinions on curriculum planning and change. School administrators are advised to adopt a new perspective and view teachers as essential collaborators in the decision-making process in light of these findings. They must also create a collaborative environment where educators feel free to express their opinions on all facets of the planning and development of the school.

3.3 Teamwork Skills among Public School Teachers

Table 3 presents the level of teamwork skills among public secondary school teachers with the following indicators: coordination, decision-making, leadership and interpersonal. With the overall mean of 4.47 and a standard deviation of 0.44, the public secondary school teachers have a very high level of teamwork skills. The public secondary school teachers have a very high level of teamwork skills in terms of interpersonal, decision-making, coordination and leadership with the means 4.58, 4.49, 4.45 and 4.35, respectively. This means that the public school teachers strongly agree that they have teamwork skills in terms of the identified indicators.

Table 3: Level of Teamwork Skills among Public School Teachers

Indicators	SD	Mean	Descriptive Level
Coordination	0.54	4.45	Very High
Decision Making	0.52	4.49	Very High
Leadership	0.55	4.35	Very High
Interpersonal	0.50	4.58	Very High
Overall	**0.44**	**4.47**	**Very High**

The results imply that the public secondary school teachers' teamwork skills are very high. This further shows that the teachers strongly agree that they have teamwork skills in the Department of Education in Region XI. The indicator with the highest mean is interpersonal. This means that the public secondary school teachers work well with men and women from diverse backgrounds, interact cooperatively with other team members, conduct themselves with courtesy and respect the thoughts and opinions of others in the

team. On the other hand, the indicator with the lowest mean is leadership. The teachers strongly agree that they exercise leadership, teach other team members, serve as a role model in formal and informal interactions and lead when appropriate, mobilizing the group for high performance.

This is supported by the study of Reyes and Apostol (2024), which revealed a very high degree of teamwork skills among school leaders. Furthermore, the findings demonstrated a substantial correlation between teamwork skills and self-regulation, self-regulation and transformational leadership, and both relationships between teamwork skills and self-regulation. Additionally, the association between school heads' transformational leadership and public school teachers' self-regulation is mediated by cooperation skills.

On the other hand, the following results were reached after carefully examining the Sario and Villocino (2023) evidence using the Mean, Pearson-r, and Path Analysis statistical tools: there was a high degree of professional development, a high degree of teamwork, a high level of teacher engagement, and a high level of work conditions. Furthermore, the findings demonstrated a strong correlation between teacher engagement and teamwork about work conditions and professional development. The study demonstrated the mediational role of teamwork and participation in the relationship between work conditions and the professional growth of Southern Mindanao's secondary teachers.

3.4 Organizational Commitment among Public School Teachers

Table 4 presents the level of organizational commitment of teachers as measured with the following indicators: affective commitment, continuance commitment and normative commitment. With the overall mean of 3.88 and the standard deviation of 0.55, the secondary school teachers' organizational commitment is high. It could also be implied that the public secondary school teachers agree that they have organizational commitment. On the other hand, normative commitment, continuance commitment and affective commitment got the mean of 4.07, 3.81 and 3.77, respectively.

Table 4: Level of Organizational Commitment among Public School Teachers

Indicators	SD	Mean	Descriptive Level
Affective Commitment	0.47	3.77	High
Continuance Commitment	0.81	3.81	High
Normative Commitment	0.68	4.07	High
Overall	0.55	3.88	High

The results further show that public secondary school teachers have high level of organizational commitment. It could be gleaned that the indicator with the highest mean is normative commitment. This means that the teachers agree that they feel that they owe this organization quite a bit because of what it has done for them. The organization deserves their loyalty because of its treatment towards them. They are loyal to this

organization because their values are primarily valued. The organization has a mission that I believe in and am committed to, and they feel it is morally correct to dedicate myself to this organization. The indicator with the lowest mean is affective commitment. The teachers agree that they are thrilled to be members of this organization. They enjoy discussing the organization with people outside it, really feel as if this organization's problems are their own, think that they could quickly become as attached to another organization as they are to this one, feel like 'part of the family' at their organization and feel 'emotionally attached' to this organization and that their organization has a great deal of personal meaning for them.

This is backed up by a study by Shamma-Israe (2018), which, after using the proper statistical techniques, came to the following conclusions: teachers in Arab Israeli schools have a very high level of organizational commitment, and the results also show that the teachers who work there have a high level of commitment. The study's recommendations for maintaining and strengthening this degree include maintaining and preserving this status and researching on the relationship between organizational commitment and other demographic factors, like educational level, educational stage, and type of school.

3.5 Relationship between Distributed Leadership of School Heads and Organizational Commitment among Public School Teachers

Table 5.1 presents the significant relationship between distributed leadership school heads and the organizational commitment of the public-school teachers. This was tested at a 0.05 level of significance.

Table 5.1: Significance of the Relationship between Distributed Leadership of School Heads and Organizational Commitment among Public School Teachers

Distributed Leadership	Organizational Commitment			
	Affective Commitment	Continuance Commitment	Normative Commitment	Overall
Perceptions of Educational Leadership	.180** .000	.148** .002	.187** .000	.198** .000
Leadership Practices	.164** .001	.135** .005	.216** .000	.200** .000
Overall	.185** .000	.152** .002	.217** .000	.214** .000

The result indicated that with an overall r-value of 0.214 with a p-value of less than .05, the null hypothesis was rejected. Thus, there is a correlation that exists between school heads' distributed leadership and the public-school teachers' organizational commitment. Expressly, the correlation coefficient r =.214 signifies a low positive correlation between these two variables. It could be noted from the results that increasing school leaders' distributed leadership in terms of perceptions of educational leadership and leadership practices is positively correlated with the teachers' commitment to the

organization. On the other hand, it was also found out that all the indicators of distributed leadership are positively correlated with the indicators of organizational commitment.

The findings of Mercado and Zamora (2024) supports this as it showed that instructors had a strong organizational commitment and that school directors exercised substantial distributive leadership. Moreover, a noteworthy correlation existed between the two variables. Teachers' organizational commitment was also found to be highly impacted by all of the distributive leadership domains of school heads. Based on the results, it was recommended that higher ranking Department of Education officials look at ways to support school heads in enhancing their distributive leadership to guarantee that teachers have a more substantial organizational commitment.

The study by Akdemir and Ayikit (2017) supports this as their study found that teachers have a modest level of perceptions on the dispersed leadership behaviors and organizational commitment of school principals. The study's conclusions show a strong and positive correlation between teachers' organizational commitment and the dispersed leadership behaviors of school principals. Additionally, teachers' organizational engagement is highly predicted by the distributed leadership behaviors of school principals.

3.6 Relationship between Teachers' Participation in Decision-Making and Organizational Commitment among Public School Teachers

Table 5.2 discusses the significant relationship between teachers' participation in decision-making and their organizational commitment. This was tested at 0.05 level of significance.

Table 5.2: Significance of the Relationship between Teachers' Participation in Decision-Making and Organizational Commitment among Public School Teachers

Teachers' Participation in Decision-Making	**Organizational Commitment**			
	Affective Commitment	**Continuance Commitment**	**Normative Commitment**	**Overall**
School Planning	.144** .003	.062 .200	.154** .001	.134** .006
Curriculum and Instruction	.152** .002	.016 .743	.174** .000	.122* .012
School Rules and Regulations	.188** .000	.095 .050	.090 .063	.136** .005
School Budgeting and Income Generating	.133** .006	.000 .995	.120* .014	.087 .075
Learners' Disciplinary Problems	.176** .000	.094 .054	.222** .000	.186** .000
School Building	.019 .702	.079 .106	.082 .091	.076 .116
Overall	.156** .001	.074 .127	.171** .000	.150** .002

The table shows that with the overall all r-value of 0.150 and a p-value of 0.03 which is less than 0.05, the null hypothesis is rejected. There is a significant relationship between teachers' participation in decision-making and their organizational commitment. Specifically, there is a low positive correlation that exist between these variables. On the other hand, all the indicators of teachers' participation in decision making do not have a significant relationship to the teachers' continuance commitment. Also, one of the variables of participation in decision-making specifically school building does not have a significant relationship to affective and continuance commitment.

This result supports the findings of Ngussa and Gabriel (2017) that there is a strong correlation between teachers' dedication and their involvement in decision-making. Teachers are emotionally attached to their work and are dedicated to seeing their schools succeed. Private schools, however, had more dedicated teachers and teachers who participated in decision-making than public schools. Based on the findings, it is advised to increase teachers' commitment. School administrators should maximize their involvement in decision-making.

Additionally, this is further supported by the findings of the Mailool *et al.* (2020) study, which demonstrated that the organizational commitment, decision-making, and school atmosphere of the principal had a favorable and significant impact on the performance of vocational school-teachers, partially and concurrently. When developing plans and policies for their vocational high schools, educational administrators can use the research findings as a valuable guide to help them attain higher levels of productivity in the classroom through improved teacher performance.

3.7 Relationship between Teamwork Skills and Organizational Commitment among Public School Teachers

Table 5.3 discusses the significant relationship between teamwork skills and the organizational commitment of public secondary school teachers. This was tested at a 0.05 level of significance.

Table 5.3: Significance of the Relationship between Teamwork Skills and Organizational Commitment among Public School Teachers

Teamwork Skills	**Organizational Commitment**			
	Affective Commitment	**Continuance Commitment**	**Normative Commitment**	**Overall**
Coordination	.360** .000	.195** .000	.311** .000	**.323** .000**
Decision Making	.270** .000	.126** .009	.306** .000	**.262** .000**
Leadership	.315** .000	.125** .010	.308** .000	**.275** .000**
Interpersonal	.240** .000	.064 .187	.207** .000	**.184** .000**
Overall	**.358** .000**	**.155** .001**	**.342** .000**	**.316** .000**

The results showed that with an overall r-value of .316 and the p-value of 0.000, which is less than 0.05, the null hypothesis is rejected. Therefore, there is a significant relationship between teamwork skills and the organizational commitment of the public secondary school teachers. All of the indicators of teamwork skills are significantly correlated with all the indicators of organizational commitment. Specifically, there is a low positive relationship between teamwork skills and the organizational commitment of the public school teachers.

The results of Park, Henkin, and Egley (2015) support this as the study demonstrated that teachers' commitment to their organization was significantly predicted by teamwork. Individuals who demonstrated superior teamwork abilities also believed that their team was more committed. The significance of trust in the commitment equation was indicated by the results. However, they were not totally conclusive. Research implications and limitations: The study sample of primary schools in this research was a constraint.

3.8 Influence of Distributed Leadership, Participation in Decision-Making and Teamwork Skills on Organizational Commitment among Public School Teachers

Presented in Table 6 is the influence of distributed leadership, participation in decision-making, and teamwork skills on organizational commitment among public secondary school teachers. With the f-value of 15.951 and a p-value of 0.000, the regression model is, therefore, significant. Thus, it leads to the rejection of the null hypothesis. It could be stated that there is a variable that predicts the organizational commitment of the public school teachers.

On the other hand, the R^2 of .103 means that 10.3 percent of the variation of organizational commitment is influenced by the predictors: distributed leadership, participation in decision-making, and teamwork skills. This also means that 98.7 percent of the variation may be attributed to factors other than the variables included in this study.

Table 6: Significance on the Influence of Distributed Leadership, Participation in Decision Making and Teamwork Skills on Organizational Commitment among Public School Teachers

Organizational Commitment					
(Variables)		*B*	B	*T*	*Sig.*
Constant		1.877		5.433	.000
Distributed Leadership		.097	.063	1.142	.254
Participation in Decision-Making		-.021	-.021	-.381	.703
Teamwork Skills		.370	.292	4.882	.000
R	.320				
R^2	.103				
ΔR	.096				
F	15.951				
P	.000				

The results also showed that the coefficient of teamwork skills got the highest beta value of .292. It clearly shows that teamwork skills have the most significant influence on organizational commitment, followed by distributed leadership and participation in decision-making with beta values of .063 and -.021, respectively. The -.021-beta value means that participation in decision making may negatively influence to the teachers' organizational commitment.

3.9 Best Fit Model on Organizational Commitment

This part discussed the best fit models on organizational commitment among public secondary school teachers in Region XI. As presented in the results, there were three (3) models generated from this study. The models were assessed against the given fit indices and served as the basis to accept or reject the model.

Table 7 results from the goodness of fit measures of all the Generated Models. As shown in the table, Generated Model 1 has a p-value of 0.00 that, is lesser than 0.05, CMIN/DF of 10.557 that is greater than 2, GFI, CFI, NFI, and TLI values of .763, .769, .752, and .721, respectively, which are lower than 0.95, the RMSEA value of .150 is greater than 0.05 and P-close value of 0.000 that is lower than 0.05. This means that Generated Model 1 does not satisfy all the criteria. Thus, this is not the best fit model on organizational commitment among public secondary school teachers in Region XI.

On the other hand, Generated Model 2 has a p-value of 0.00, which is lesser than 0.05, CMIN/DF of 9.024 is greater than 2, GFI, CFI, NFI, and TLI values of .790, .811, .793, and .766, respectively, which are lower than 0.95 that is lower than 0.95, the RMSEA value of .138 that is greater than 0.05 and P-close value of 0.000 that is lower than 0.05. This means that Generated Model 2 does not satisfy all the criteria. Therefore, this is not the best fit model on organizational commitment among public secondary school teachers in Region XI.

Moreover, Generated Model 3 is the best fit model on organizational commitment among public secondary school teachers. As shown in the table, a p-value of .125 that is greater than 0.05, CMIN/DF of 1.496 that is lower than 2. Also, the GFI value is .991, which is greater than 0.95, indicating a good fit. Also, the CFI value is .995, indicating a good fit. On the other hand, the NFI value is .986, which also indicates a good fit. Additionally, the TLI value is .988, which is greater than 0.95, indicating an excellent fit. Moreover, the RMSEA value is 0.34, which is less than 0.05, indicating another good fit. Also, the p-close value is .758, which also indicates a good fit. This means that Generated Model 3 satisfied all the criteria, thus making it the best fit model on organizational commitment among public secondary school teachers in Region XI.

Table 7: Summary of Goodness of Fit Measures of the Three Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	10.557	.763	.769	.752	.721	.150	.000
2	.000	9.024	.790	.811	.793	.766	.138	.000
3	.125	1.496	.991	.995	.986	.988	.034	.758

Legend:
CMIN/DF = Chi Square/Degrees of Freedom
NFI = Normed Fit Index
GFI = Goodness of Fit Index
TLI = Tucker-Lewis Index
RMSEA = Root Mean Square of Error Approximation
CFI = Comparative Fit Index

3.10 Regression Weights of the Generated Models

Table 8 presents the regression weight of the three generated models on organizational commitment. Among the three generated models, Model 3 was considered to be the best fit model on organizational commitment.

Table 8: Regression Weights of the 3 Generated Models

	Exogenous Variables to Endogenous Variables		
Model	**Distributed Leadership**	**Participation in Decision-Making**	**Teamwork Skills**
1	.082^{NS}	-.005^{NS}	.248***
2	.084^{NS}	-.022^{NS}	.271***
3	-.084 ^{NS}	-.102^{NS}	.464***

As shown in Table 8, it exhibits that work-life balance is strongly represented by their factors, with the highest beta value (beta=.464), followed by beta .271 and beta .248. As shown in the previous table on the goodness of fit, results revealed that the values were not within the range of the indices criteria, making Generated Model 3 to be the best fit model that predicts organizational commitment among public secondary school teachers.

Figure 2 presented the model, which is not considered the best fit model that predicts organizational commitment of public-school teachers. Based on this model, distributed leadership, participation in decision-making and teamwork skills do not predict each other but are predictors of organizational commitment. All the indicators of the variables distributed leadership, participation in decision-making and teamwork skills predict the organizational commitment of the public-school teachers.

Figure 2: Model 1 for Organizational Commitment

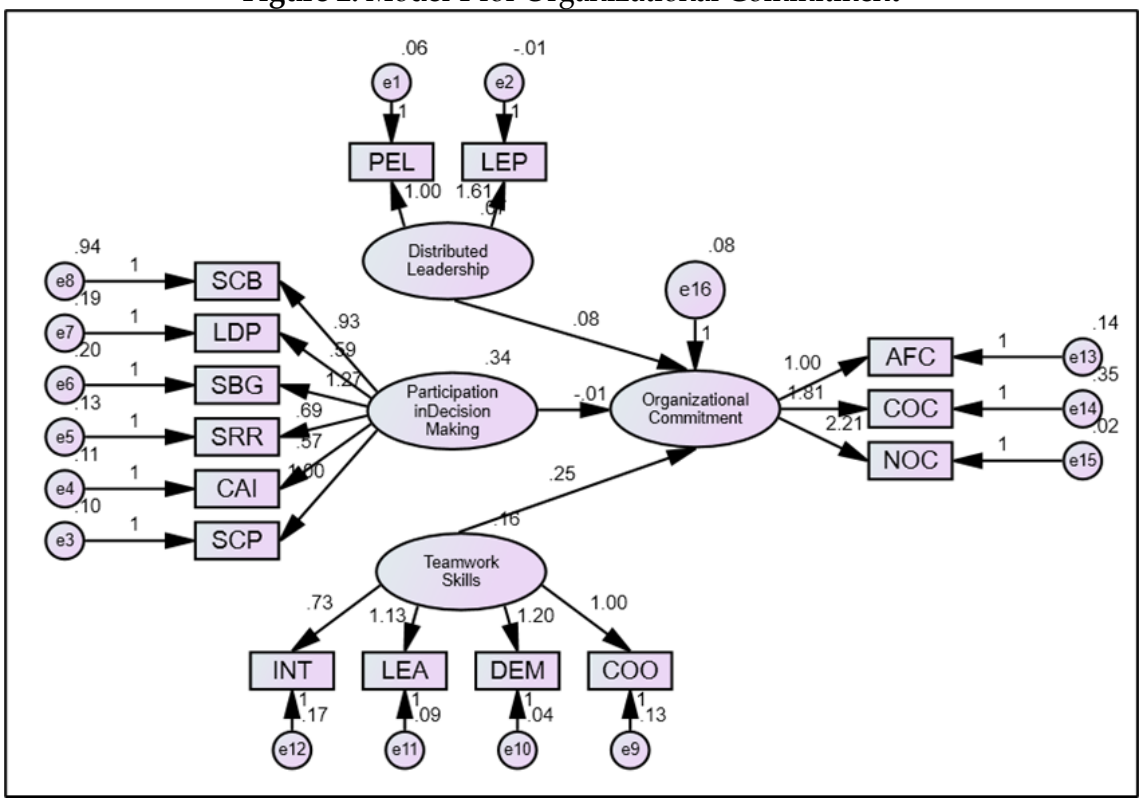


Figure 3: Model 2 for Organizational Commitment

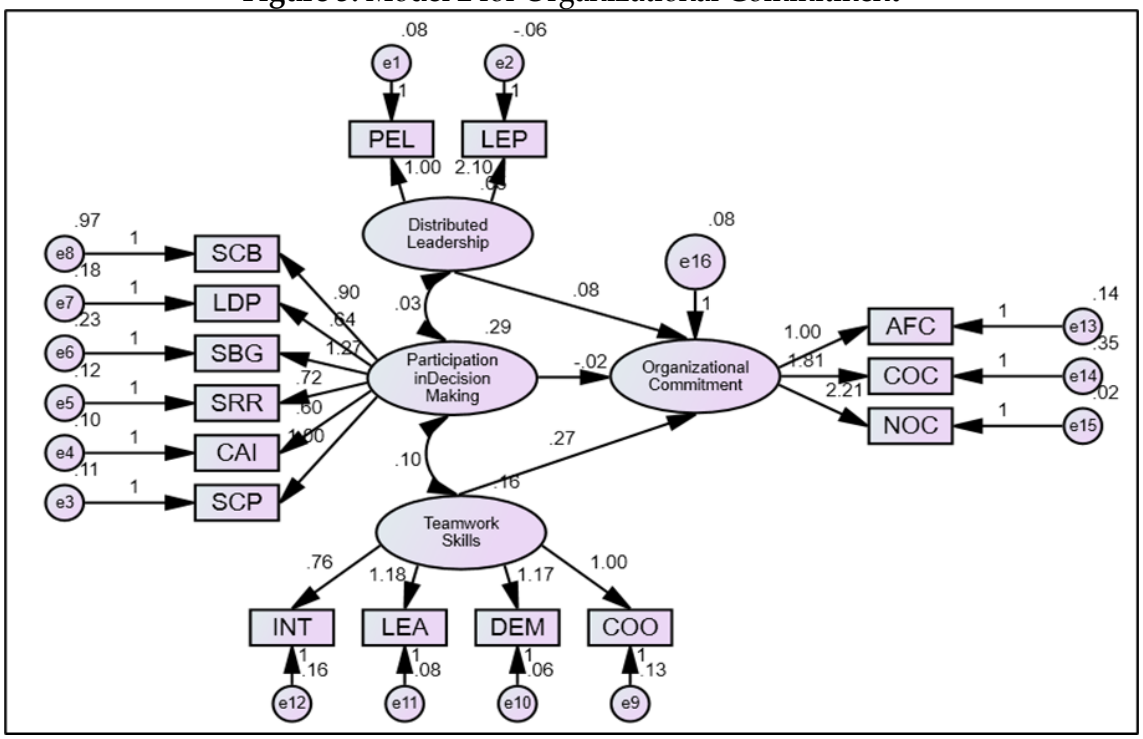
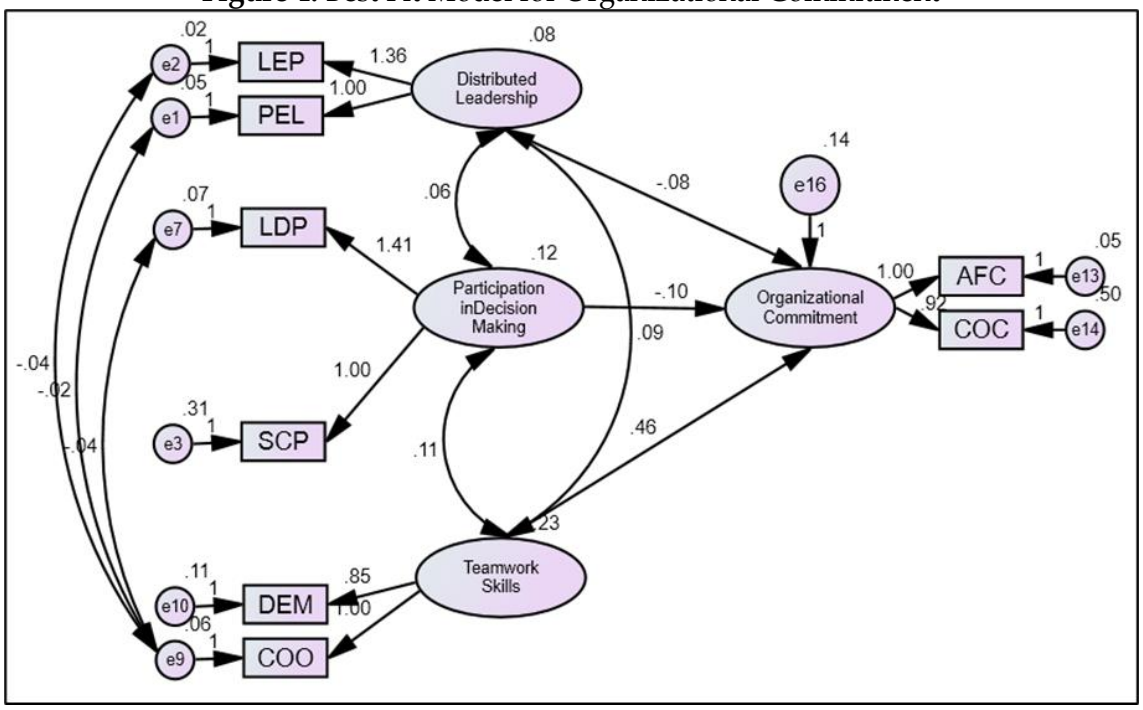


Figure 3 presents the Model 2 for Organizational Commitment of public-school teachers. The generated model shows that distributed leadership, participation in

decision-making and teamwork skills predict each other. However, these three variables are not predictors of organizational commitment of public-school teachers.

Figure 4: Best Fit Model for Organizational Commitment



Among the three figures for the best model for organizational commitment, Figure 4 presents the best fit model in the standard solution. As shown in the figure, all of the indicators of distributed leadership, namely perception of educational leadership and leadership practices are predictors of organizational commitment. On the other hand, two indicators of participation in decision-making, namely, learners' disciplinary problems and school planning, are predictors of organizational commitment. Additionally, two indicators of teamwork skills, namely decision-making and coordination, are predictors of organizational commitment. Furthermore, organizational commitment was measured using the following indicators: affective, normative, and continuance commitment.

4. Recommendation

Based on the essential findings of the study, the following are the recommendations of the researcher:

The school leaders and the Department of Education officials must take necessary actions to increase public secondary school teachers' organizational commitment. Professional Development (PD) programs may be conducted to improve teachers' commitment to the organization. There might be reasons why the teachers' commitment to the organization is only at a high level and not very high. The school leaders must be

proactive in addressing these issues by continually checking on their teachers and providing the needs of the teachers considering that there are already many public-school teachers who opted to leave the country and seek better opportunities overseas.

On the other hand, though the level of teachers' participation in decision-making processes is very high, it has been found that the indicators with the lowest means in this variable are school building, school budget, and income generating. The school leaders may involve teachers in terms of the improvement of the school building and the school budget. The voices of the teachers may be considered when designing budget appropriation so that the teachers' level of participation in decision-making in these areas will also increase.

Additionally, distributed leadership, teamwork skills and participation in decision-making are predictors of public secondary school teachers' organizational commitment. The educational leaders may provide more initiatives to sustain the very high level of teachers' teamwork skills and participation in decision-making processes. Orientations and workshops may be conducted to improve teachers' decision-making processes and teamwork skills. Also, the school leaders must maintain their distributed leadership as it has also been found out to be positively correlated with the secondary school teachers' organizational commitment. This study only focused on Region XI. Thus, other studies may be conducted using a different locale. The number of respondents may also be increased so that a larger population can participate in the study. Future studies may also be conducted using teachers in the big and mega schools as the respondents or even elementary school teachers in the Department of Education.

5. Conclusion

The results and discussions from this study, which aims to determine the best-fit model that predicts organizational commitment among the public secondary schools in the Department of Education in Region XI, were used to formulate the following conclusions and recommendations for the intended beneficiaries:

As presented in the results, the school heads' level of distributed leadership is very high. Also, the teachers' participation in decision-making is very high. On the other hand, the teachers' teamwork skills are very high. Additionally, the teachers' organizational commitment is high. It has also been found that all the indicators of distributed leadership are positively correlated with the indicators of organizational commitment. In addition, it has been found that there is a significant relationship between teachers' participation in decision-making and their organizational commitment. Specifically, there is a low positive correlation that exists. On the other hand, all the indicators of teachers' participation in decision-making do not have a significant relationship to the teachers' continuance commitment. Also, one of the variables of participation in decision-making, specifically school building, does not have a significant relationship to affective and continuance commitment. Moreover, all of the indicators of teamwork skills are

significantly correlated with all the indicators of organizational commitment. Specifically, there is a low positive relationship between teamwork skills and the organizational commitment of the public school teachers.

Furthermore, it has been found that generated model 3 was found to be the best fit model that predicts organizational commitment of the public secondary school teachers in Region XI. Based on this model, all of the indicators of distributed leadership, namely perception of educational leadership and leadership practices, are predictors of organizational commitment. Also, two indicators of participation in decision-making, namely, learners' disciplinary problems and school planning, are predictors of organizational commitment. Also, two indicators of teamwork skills, namely decision-making and coordination, are predictors of organizational commitment.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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