Original Research Article

Self-Confidence, Readiness for Leadership Role, Work Commitment and Elementary Teachers' Performance in Panay Island

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ARTICLE INFO	ABSTRACT
	The study was conducted in the four DepEd Schools Divisions in Panay Island namely: Aklan, Antique, Capiz and Iloilo from October 2013 to January 2014 during the school year 2013-2014 to ascertain the self-confidence, readiness for leadership role, and work commitment of elementary school teachers' as these relate to their performance. Respondents of the study were the 313 elementary school master teachers who served for at least three years or more in DepEd Schools Division in Panay Island. A questionnaire was used to gather data on their personal and profession-related characteristics such as age, sex, civil status, educational qualification, teaching position, and length of experience. Standardized instruments such as DuBrin's Self-confidence Test (1996), DuBrin's Readiness for Leadership Role Test (1996), Elwin's Work Commitment Rating Scale (1987) and Lisao's Classroom Performance Assessment Rating Scale (1998) were utilized in the study. Data were analyzed using descriptive statistics such as frequency count, mean, percentage and standard deviation, and inferential statistics such as Pearson Product - Moment of Correlation, t-test for independent samples, and Analysis of Variance (ANOVA). Level of significance was set at 0.05 alpha. Findings showed that majority of the respondents were old, female and mostly married; most have earned their master's degree and were moving towards doctorate degree; were master teacher I and have been long in teaching service. Elementary school teachers in Panay Island perceived themselves to be highly self-confident, very much ready for the leadership role, and were highly committed. In terms of personal and profession-related characteristics, respondents were found in all variables categories to be highly confident, very much ready to become leaders and were highly committed to their profession except on educational attainment variable where respondents occupying master teacher I position showed very high commitment to their work. In general, respondents were found outstanding in their performance as well as in the three other performance indicators such as intellectual and scholastic qualities, facilitator of learning experience and pupil-teacher interaction. In all the variable categories under performance, master teachers were rated by their school administrators outstanding. Results further revealed that only readiness for leadership role was highly significantly related to teachers' level of performance. When grouped according to variables, only teachers who were occupying master teacher I position had significantly higher performance level which differed from their master teachers II counterpart. There were interaction effects between the respondents' self-confidence and readiness for leadership role and their level of teaching performance; self-confidence was found associated to teachers' level of performance; and interaction effects were noted among readiness for leadership role and work commitment and teaching performance of the respondents.

Introduction

Against the background of knowledge-based society, a successful school is no longer an isolated kingdom ruled by a single heroic principal. Instead, collective wisdom and shared responsibilities are the key elements contributing to the school's sustainable development. One source of collective wisdom is the teachers' professional initiatives. In other words, a successful school relies on teachers'-teaching capacity as well as on their contribution to the school leadership (Spillane et.al. 2004).

Recently, policy-makers, teacher education institutions, and schools have implemented numerous initiatives in teacher education and development with aims to improve teacher performance like legal mechanisms, budget prioritization and increased access; but still the Philippine education has been dogged with issues that need to be resolved-the increasing problems including the poor performance of teachers as stated in the United Nations Country Report in 2008 (philbasiceducation.blogspot.com). This is an alarming situation of continues reform without change.

Some of the persistent gaps needing improvements are the self-confidence, readiness of leadership roles and work commitment of teachers. Being confident on personal abilities generally enhances self-motivation. This valuable asset activates human behavior and propels it to a specific direction of work performance (DuBrin, 2002). In fact, it leads individual to perform specific tasks and empathizes the needs and disposition of a certain organization. Besides, when one is confident, he is committed and ready to portray multi-faceted roles. He feels capable of being an asset in the working force and will exert manpower to its optimum to contribute more effectively to the accomplishment of the goals of the system for national development.

According to Duque (2012) empowering teachers to become agents of change is done by allowing them to perform leadership/managerial roles and functions, acknowledging their participation in decision-making, and delegating tasks in mentoring their fellow teachers to explore ways on improving their work performance. Moreover, teachers should be involved in the continuing change that is happening daily in the society and in school for they are expected to portray leadership role to implement reforms in school and in society (McLendon, 2004).

The researcher, observed that if an elementary teacher is given authority and freedom to perform certain task in school he becomes more confident and committed to work which positively affects his performance thereby resulting to quality education among pupils. To find out whether self-confidence, readiness to leadership role and work commitment influence teachers' performance, this study was addressed.

Literature Review

Self-confidence contributes to effective leadership in several ways. Self-confident leaders project an image that encourages subordinates to have faith in them. Self-confidence is necessary for leadership because it helps assure group members that things are under control (Dubrin, 2002). Many factors as stressed by Elliot (2002) affect the development of self-confidence. Self-confident people trust their own abilities, have a general sense of control in their lives, and believe that within reason, they will be able to do what they wish, plan and expect (Giner,2004). Furthermore, self-esteem (or self-confidence) is the individual's sense of self-worth. It is a belief in one's importance that originates in childhood and is modified throughout life. High self-esteem is or pre-requisite to self-actualization; low self-esteem is a factor in poorly developed interpersonal relationship (Benner, 2003).

Priddy (2005) states that having self-confidence does not mean that individual will be able to do everything and lack of self-confidence is not necessarily related to lack of ability (Lyle, 2008). In later research, Yeung & Wong (2004) had good reasons for investigating the self-concepts of teachers in the era emphasizing lifelong learning (Curriculum Development Council, Hongkong, 2001; Education Commission, Hongkong, 2002). Self-concept plays a vital role as it contributes to actual achievement and significantly influences attitudes and behaviors (Russel & Bowie, 2001). In like manner, self-concept tends to influence selection behaviors such that a student, for example, would tend to choose the subjects they like and are good at (Russel & Bowie, 2001). More so, teachers cannot be expected to have a lifelong engagement in a certain curriculum area unless they feel good and are skillful in that area.

Thus, when examining teachers' engagement in lifelong education, examination of teachers' self-concept in specific subject areas is essential. It is important to emphasize the domain specificity of the self-concept. Recent research on academic self-concept has emphasized its domain specificity and multidimensional nature (Yeung & Lee 2009). The emphasis has also led to the development of instruments that measure self-concepts in distinctively different areas.

The Marsh series of Self-Description Questionnaires (SDQ) and the Marsh Academic SDQ are some of the promising multidimensional self-concepts instruments that have been used worldwide (Byrne, 2006). In theorizing the domain specificity of self-concepts, Marsh developed an internal/external frame of reference model proposing that a person's self – concept is formed on the basis of both external, social comparisons with other people and internal comparisons between

subject domains (Hau, 2001). Thus, for a teacher who is good at art, for example, external comparison between the teacher's own art and music could lead to a lower self-concept in art and a higher self-concept in music. Hence the study (Yeung & Wong 2004) on the teachers' self-concept is important because a positive self-concept in the subject area is essential for their long-term engagement in and commitment to teaching.

Roman (2000) suggests three types of self-esteem: chronic self-esteem, which is defined as a relatively persistent personality trait or dispositional state that occurs consistently across various situations; task-specific self-esteem, which is one's self perception of his/her competence concerning a particular task or job; and socially influenced self-esteem, which is a function of the expectations of others. Chronic self-esteem is the result of past experience and focuses on one's competencies. An individual's confidence in his/her competencies directs the individual into situations which will require the use of those competencies. Task-specific self-esteem is the result of feedback which comes directly from observation of the results of one's efforts. Lastly, socially-influenced self-esteem results from communication or feedback from reference group members or society as a whole, concerning the value of an identity and the individual's ability to meet the expectations of the reference group and or society as a whole.

Self-esteem is the evaluative component of the self-concept (Gergen 1997; Rosenberg, 2005). It is a function of the distance between the ideal self and the perceived self. When the perceived self matches the ideal self, self-esteem is relatively high. Low self-esteem occurs when the perceived self is significantly lower than the ideal self. Since the distance between the ideal and perceived self constantly varies depending on task and social feedback, self-esteem is a dynamic component on the self-concept and it is always in a state of change and development.

An appropriate amount of self-confidence is also important because it contributes to self-efficacy, the belief in one's capability to perform a task. Self-efficacy is thus related to self-confidence, but is tied more directly into performing a task. A straightforward implication of self-efficacy is that people who think they can perform well on a task do better than those who think they will do poorly (Dubrin, 2002).

Reviewed studies on self-confidence/self-concept revealed that college deans in Iloilo City manifested strong self-concept (Abioda, 2003) and tertiary school administrators in the province of Iloilo demonstrated high self-concept (Janay, 2005).Ben-shackar (2004) indicated in his several studies that people with high self-esteem engage in behaviors that are detrimental to self-regulation success, such as setting unrealistically high goals, mal-adaptively persisting on difficult tasks, self-handicapping and engaging in risky health behaviors.

Wan and Sink (2000) partially confirmed that the narcissists with high self-esteem (defensive-high self-esteem) would be the most likely to self-regulate following self-esteem threat in public. Giner's (2004) study results revealed that the academic department chairpersons in the colleges and universities in Iloilo City were generally assertive, had moderate degree of self-confidence, had high readiness for leadership role, and had very desirable personal productivity. They differed significantly in their personal productivity and when grouped according to their assertiveness level and their readiness for leadership role. Significant interaction effects were noted between the academic department chairperson's assertiveness and self-confidence; between their assertiveness and readiness for leadership role on their personal productivity. Finally, positive and significant correlations existed between the academic department chairperson's assertiveness and readiness for leadership role; between their assertiveness and personal productivity; and between their readiness for leadership role and personal productivity.

Posecion's (2008) study revealed that the nurse-educators in Western Visayas exuded fair self-confidence. They differed significantly in their self-confidence grouped according to employment status, personality type and class size. Employment status, personality types family income; school type and class size were significant predictors of the nurse educators' self-confidence.

Several studies have shown that people with a high sense of self efficacy tend to have good job performance. They also set relatively high goals for themselves (Gist & Mitchell, 2002). Trzesniewski (2003) used data from the Americans Changing Lives Study, a national three-wave panel study. Results showed that individual differences in self-esteem were stable. Self-esteem showed substantial continuity over time; the average test-esteem were stable. Self-esteem showed substantial continuity over time. Result also showed that having positive relationship experience led to higher self-esteem at all ages, but did not present the decline of self-esteem during old age. Together, the result showed that self-esteem is a psychological meaningful

individual difference construct and provide new knowledge that in the life span normative change in self-esteem occurs. Thus, the conditions and factors under which self-esteem changes promote healthy self-esteem development.

The study of leadership has been an important and central part of the literature on management and organization behavior for several decades. Indeed, "no other in organizations has received more interest than that of a leader" (Schwandt & Marquardt, 2000). The earliest theories of leadership focused on the deeds of great men. For example, "without Moses, the Jews would have remained in Egypt and without Churchill the British would have given up in 1940' (Bass, 2000). Scrutiny of such accolades gave rise to the Great Man Theory of Leadership, which contends that leaders are born, not made. This theory posits that certain individuals are endowed with leadership traits that cannot be learned (Cawthon, 2006).

Characteristics of great men focused on intelligence, energy, power and influence. Early theories like Brown, (2003) contended that great men were naturally endowed with characteristics obtained by virtue of inheritance. These characteristics naturally allowed them to lead others. Great men were also considered to be biologically superior. Their lineage supposedly paralleled the "survival of the fittest" concept and they extended from upper classes of society. The contention was that every society had individuals who possessed the superior traits required to lead the masses, and these individuals would rise to the occasion when necessary.

For teachers, learning appears to be the cornerstone both for teaching and leading. Moreover, leaders are also teachers (Senge, 2000). As teachers, leaders contribute to the learning of others, but also learn from and with others. Because teaching and leading involve engagement with others (often through formal or informal networks or learning communities), teachers as leaders can not only learn new knowledge skills and roles, but their expanding network and learning lead them to new possibilities for teaching, leading and learning.

Exemplary teachers' leadership activities influence learning for many in the educational community – students, future teachers, colleagues and themselves. It is through their teaching (e.g., mentoring, conducting workshops, teaching at universities and colleges, writing curricula, publishing, presenting at conference, writing curricula, publishing, presenting at conference, writing grants) that they are leading. Their teaching and leading appear to afford them opportunities for new knowledge and skills that, in turn provide them with new possibilities for learning, teaching or leading from which many different communities benefit.

MacKenzie & Williams, (2003) have found that the substitute for leadership variables were significantly related to many forms of leader behavior. This suggest that any structural model designed to examine the impact of leaders behavior on subordinate attitudes, role perceptions and performance, do not include both the substitutes for leadership, and the leader behavior is unspecified and will produce biased estimates of the effects of the leader's behavior, since the substitute variables are significantly correlated with the leader behavior, and with criterion variables.

Dewey (2003) argued that the role of teaching itself implies leadership because in reality the teacher is the intellectual leader of a social group, not in virtue of official position, but because of wider and deeper knowledge and matured experience. Roseholtz (2009) discovered that teacher leaders are those who reached out to other with encouragement, have technical knowledge to solve classroom problem, and have enthusiasm for learning new things. However, to this day, most teachers tend not to view themselves as leaders. Rather, they continue view themselves as incidental to the school – "the I am just a teacher syndrome"-perhaps because for so many decades, leadership has been associated with specific roles at the top of the hierarchy (Marks, 2002).

Increasingly, researchers such as Songe (2006) and his colleagues are coming to believe that leaders are those people who walk ahead, people who are genuinely committed to a deep change in themselves and in their organizations. They lead through developing new skills, capabilities and understanding. And they come from many places within an organization.

A qualitative case study by Suranna (2000) examined the nature of teacher leadership as it is perceived by nine pre-service and three in-service elementary schools teachers from a five years teacher education program. In this study a teacher leader is perceived to be an accomplished teacher inside the classroom, one who is open to current educational theory and practice, and one who holds students to high expectations while consistently offering them care and support. Teacher leaders were also taught work in partnership with their principals in the professional development to themselves and their colleagues.

Furthermore, the teacher leader must be willing to stand to ensure the very best of themselves and their colleagues for the good of the school and their students. Manifestation of teacher leadership included practicing quality teaching, supporting students in their academic and social development, and supporting colleagues by taking on specific tasks to which they could not attend to, offering helpful suggestion and positive feedback, and actively listening.

Some people regard commitment and work commitment as one and the same. Although they seem to be closely associated, some differences were noted. However, in the course of this review, some common and competing notions were observed. Organizational commitment has been defined by different scholars depending on their backgrounds (Yousef, 2000). One such definition in the literature is Mowday, Steers, and Porter's (2009) definition. They defined organizational commitment as a relative strength of the individual and his other involvement in a particular organization. According to this definition, organizational commitment has three basic components: a strong belief in and acceptance of the organization's goals and values (identification), a willingness to exert considerable effort on behalf of the organization (involvement), and a strong intent or desire to remain with the organization (loyalty). Teachers who are highly committed to their school should be expected to engage in behaviors that would help the employing organization achieve its goals, to exert considerable effort beyond minimal expectations, and to remain in the organization.

Definitions of professional commitment construct have ranged from the extent to which one is engaged in carrying out the specific tasks in the present work environment to the degree of importance that work plays in one's life (Manheim & Papoo 2000). Lodahi (2005) conceptualized the involvement in the present job and the importance of work in general. According to Weick and McDaniel (2009), a profession requires a deep commitment by all members that goes beyond a desire for pecuniary gain and that requires the adoption of specific values. Moreover, schools as loosely couple organizations have difficulties in observing teachers' professional commitment which is crucial in achieving good instruction (Firestone & Pennel, 2010).

Although both types of the commitment – to the organization and to the profession – are necessary for accomplishing school objectives, improving teachers' professionalism and pursuing changes in teachers' practice, organizational professional commitment may also be at conflict (Kasten, 2003). Teachers who are more committed to the profession and its goals are less likely to be highly committed to the organization (Wallace, 2003). This approach suggests that professional commitment has a negative association with organizational commitment, because the professional value system is believed to emphasize values, such as client orientation, loyalty, professional autonomy, conformity to professional standards, and ethics. In contrast, organizational commitment is said to emphasize conformity to organizational norms and loyalty to organization (Wallace, 2003). Although organizational commitment has been variously and extensively defined, measured and researched, it continues to draw criticism for lack of precision and redundancy (Reichers, 2005).

The attribution perspective which defines commitment as a binding of individuals to behavioral acts might result when individuals attribute an attitude of commitment to themselves after engaging in behaviors that are volitional, explicit, and irrevocable (Reichers, 2005). Most recently Meyer and Allen (2007) proposed a three-component model of organizational commitment that includes aspects of these three approaches.

Baron and Greenberg (2006) believed that organizational commitment is a work related attitude, and may reflect the individuals' negative or positive feeling toward their job or the entire organization. Such attitudes show the extent to which individuals are identified with organization. A high level of organizational commitment is associated with strong acceptance of organizational goals and values, willingness to exert on behalf of the organizational and a strong desire to stay in the organization.

On the other hand, a study conducted by Hatranz (2006) indicated that high levels of teacher commitment to student success were evident at each of the study sites. The school with the highest level of commitment, as indicated by the near campus scale score on the OCQ had the highest student performance results on the Texas Assessment and Academic Skills. The school with the lowest commitment levels had the poorest result.

A study conducted by Bogler and Somech (2004) revealed that teachers' perceptions of their level of empowerment were significantly related to their feelings of commitment to the organization and to the profession, and to their organizational

citizen behaviors. Among the six subscales of empowerment – professional growth, status and self-efficacy were significant predictors of organization citizen behavior.

Factors tending to increase organizational commitment were found to be motivating potential of specific job high level of responsibility, high level of autonomy, satisfaction with own level of work performance, seniority/tenure, high quality of supervision and fair appraisals (Baron & Greenberg, 2006). On the result of the study conducted by Tierman (2000) revealed that the commitment groups differed on organizational and professional commitment with organizational having the highest significance level. The study revealed that teachers have an organizational, professional, or job orientation to commitment. Organizational committed teachers value religion, faith and teaching while professionally committed teachers value faith, personal growth and development, and love of children.

Valerio, (2008) study on work commitment and classroom performance and other variables, revealed that generally the teachers had "desirable" perception of teaching as a profession, had "very satisfactory" classroom performance, and "very high" work commitment. Positive correlation was found between teaching perception and classroom performance and between teaching perception and work commitment.

The essence of effective supervision elicits effective performance from the workers. Performance is often measured in terms of productivity. To Sison (2001), performance refers to actual or realized achievement. To improve one's performance, Rummier and Brache (2005) suggest that management creates a job environment in which capable, adequately trained people have clear statements of, regular feedback on, positive consequences for, better school achievement.

A qualitative study on motivation and organizational incentives for high vitality teachers revealed that high vitality teachers exhibited an intense desire to replicate the high level performance of teachers who played significant roles in their own educational and personal development. Phrases like dedication, missionary zeal, obsession and workaholic describe vitality teachers' predisposition to excel in teaching; and the most compelling motivational theme was to play significant and enriching roles in students' lives by imparting knowledge, developing skills, increasingly understanding, and helping resolve life adjustment problems.

On the other hand, Reeve (2004) claimed that quality instruction depends on the teachers' professional performance of their tasks and responsibilities, the ability to serve as role models, and the ability to participate in good interpersonal relationships. Along this line, Steer (2009) advances that performance is influenced by four primary factors which include: (1) employee's motivation, (2) employee's abilities and skills, (3) role clarity and acceptance, and (4) opportunity to perform. These four factors together suggest that individuals and their environment determine successful job performance jointly. Individuals can contribute to job performance through their motivation to perform and skill and abilities they bring to the workplace.

In the same vein, Reitz (2005) claims that performance is a function of the interaction between ability and motivation; and the environment in which the performance takes place.' In similar but more specific analysis, Borich (2002) reviewed recent researches on teaching effectiveness and concluded that five key behaviors characterize effective teachers: lesson clarity, instructional variety, task orientation, engagement in the learning process, and student success. The acquisition of teaching skills is a complex process, but one that can be mastered. Teachers, therefore, should have insights into the teaching-learning process. Such insights involve both knowledge and understanding of the students, what teaching is, how learning occurs, how classrooms are run, and in general, what schools are all about. These insights should help the teachers meet challenges posed by changing conditions in the schools. More and more authority is being returned to the schools and to teachers.

Podgursky (2007) and Ballou (2010) found that public school masters teachers have outstanding performance than their counterparts to be rewarded for teachers' performance, despite the fact that the majority of private schools reported relying on a salary schedule for teacher pay. Indeed, while less than six percent of traditional public schools reported payments "off schedule", approximately one-third of private schools reported that teachers were rewarded for excellence in teaching.

Gibson and Dembo (2004) applied Bandura's concept of self-efficacy to the construct of teacher efficacy and they developed a 30-item scale for measurement of teacher efficacy. They reported that teachers whose score is high on both personal teaching efficacy and general teaching efficacy would be active, provide higher academic focus in the classroom and would be

expert in giving feedback than teachers who scored low on both PTE and GTE. They found that there was positive significant relationship between teacher behavior and teacher efficacy.

A study conducted by Barker, (2009) shows a positive correlation between self-esteem and performance of teachers in selected public and private schools in California. Research has shown that self-esteem is a better predictor of teachers' performance. Respondents who feel worthy, able and competent are more likely to achieve their goals than those who feel worthless, impotent, and incompetent.

Research findings conducted by Carlton and Moore (2006) shows that private school teachers' performance influences their level of self-esteem. The relationship between self-esteem and teachers' performance is bidirectional; causation flows in both directions. Self-esteem and teachers' performance directly influence each other. Hence, it is vital for the school administrators to create a nurturing or positive school environment which helps to enhance the self-esteem of teachers.

Dodson and Wood, (2008), revealed that there are significant interaction effects in self-efficacy by self-esteem and performance of teachers. It was also stressed in their study that poor performances of teachers are associated with significantly greater reductions in self-efficacy among students' low in self-esteem.

Self-esteem and performance relationships differ to those reported in the literature (Mone et al., 2005). Blase (2007) argued that self-esteem showed a weak relationship with specific behaviors such as academic grades because self-esteem is based on information from a vast array of personal information.

Findings showed that individuals with high self-esteem tend to attribute failure externally to protect self-efficacy (Dodgson and Wood, 2008). Individuals who have low self-esteem tended to internalize failure, and this were associated with reduced self-efficacy. This supported findings from previous research that demonstrate self-esteem influences the appraisal process, and particularly, the ability to sustain positive self-belief in capabilities following poor performance (Lane et al., 2002).

Several studies were conducted during the 1950s and 1960s to investigate how managers could use their leadership behaviors to increase employees' level of job satisfaction (Northouse, 2004) These studies confirmed the significance of leadership in making differences in employees' job satisfaction (Bass, 2000). Furthermore, Yousef (2000) showed that leadership behavior was positively related to job satisfaction and therefore managers needed to adopt appropriate leadership behavior in order to improve it. Leadership style affects a range of factors such as job satisfaction, performance, turnover intention, and stress (Chen and Silverthorne, 2005) and so contribute to organizational success (Rad and Yarmohammadian, 2006).

Rad and Yarmohammadian (2006) found no relationship between leadership behaviors and employee job satisfaction in Isfahan University Hospitals in Iran, where a participative leadership style was prevalent. Furthermore, On the other hand, Sharma (2000) found that leadership style which use effective communication improves the effectiveness of organization.

Flenor (2002) evaluated and found that Situational Leadership Styles measured by the Leadership Model (SLM) is delegating, participating, selling and telling associated with job satisfaction, job performance, job stress, the desire to move tasks and employee performance. Jui-Chen (2004) study also showed that situational leadership was related to job satisfaction, job achievement, and being eager to be mutated, but there is no relationship between situational leadership with skill, job willingness, and job stress.

Oluseyi (2009) found that three independent variables such as leadership styles, motivation and time management significantly influenced job performance. The Somech & Bogler (2002) study revealed that the managerial domain was positively associated in the technical domain, positively related by teachers' professional commitment. Wiener & Vardi (2000) reported that there is a positive relationship between work commitment and self-esteem on the job performance of teachers.

Jermier & Berkes (2009) collected data on organizational commitment from over 800 police officers. The researchers investigated and found positive relationship between job satisfaction and organizational commitment.

Also, DeCotiis & Summers (2007) undertook a study and found that there was a relationship between organizational commitment and the outcomes measures of individual motivation, desire to leave, turnover, and job performance. Organizational commitment was found to be a strong predictor for each of the outcome areas.

In another study of Becker (2002), he discovered that employees' commitment to top management supervisors and work groups contributed significance beyond commitment to the organization. The study of Thamrin (2012) showed the following results: 1) transformational leadership has a positive significant influence on organizational commitment; 2) transformational leadership has a positive significant influence on employees' performance, 3) transformational leadership has no positive significant influence on job satisfaction, 4) organizational commitment has a positive significant influence on job satisfaction and employees' performance, and 5) job satisfaction has a positive significant influence on employees' performance.

Noermijati (2013) study results stated that work motivation, learning organization has a positive and significant influence on employee performance through the mediating variable of organizational commitment, while the style of leadership does not have a significant influence on employee performance through the mediating variable of organizational commitment. Boudreau's (2000) research examines the influence of job satisfaction and three dimensions of organizational commitment (i.e., affective, continuance, and normative) on the intention to leave, job search activity, performance, and leadership effectiveness of executives. Job satisfaction and the commitment dimensions were hypothesized to negatively predict the retention-related variables. Results generally supported the hypotheses. Job satisfaction had the strongest relationship, but both affective and continuance commitment showed an incremental effect even in the presence of job satisfaction. As predicted, job satisfaction associated positively with performance, though not with leadership. Continuance commitment was negatively associated with both performance and leadership.

Researchers have shown that if organizational commitment is an indicator of work performance, an individual's emotional involvement and organizational commitment will also be positively correlated (Emery & Barker, 2007). Age. Padmanabhaiah's (2006) conducted a study reported that variables like age, designation, job satisfaction and experience of teachers showed a great influence on teaching effectiveness. Huong (2009) study revealed that there is no significant relationship between mean performance of teachers and person-related factors such as age, length of service, and work values in terms of commitment and job satisfaction.

Findings of the study of Abu (2005) revealed that all the independent variables (i.e. teacher's qualification, age, experience and teacher-learners ratio) had significant and positive relationship with adult learners' academic performance. Arora's (2008), study revealed the determinants of teacher effectiveness : (i) the age of the teacher when he/she enters the profession (ii) distance between school and living place (iii) degree of satisfaction derived from job and (iv) interest in in-service education. Sex. As far as difference in the teachers' self-efficacy due to demographic variations are concerned results of the study revealed that female secondary school teachers have higher self-efficacy than male teachers.

Subbrayan (2005) conducted a study which aimed to identify the relationship between teaching effectiveness, research and publication and self-concept and found that male and female teachers did not differ significantly in respect of teaching effectiveness and teachers who had fifteen years or more of experience did not differ from those of less experienced in general factors of teaching effectiveness. Mutha (2000) study revealed that sex, professional training, nature of schooling and income level was significantly associated with teacher effectiveness. A similar study by Ferdinand (2007) showed a significant gender difference in the teaching effectiveness among teachers in Singapore. The male teachers have high level of teaching effectiveness compared to their female counterparts.

According to Nadeem, et.al (2011) study, social and economic conditions of teachers have an effect on their performance i.e. low salary., lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have an strong impact on females teachers performance.

Idrisi's (2007) study on the teaching efficacy of teachers in relation to their locality, sex, grade experience and level of education, found that urban male teachers were more effective than their rural counterparts. But in the case of female teachers, no such dependence of efficiency on locality was observed. Prasad's (2007) major findings of his study showed

that there is a significant difference in the teaching competence of male and female teachers, but no significant relationship existed between teaching competency and academic qualification of teachers.

Civil status. Babu and Shelvaraj (2007), reported that the civil status and locality of higher secondary school teachers had no effect upon teacher effectiveness. Lan's (2009) study revealed that there is no significant relationship between mean performance of teachers and person-related factors such as gender, civil status, and educational attainment. The obtained P-values of 0.41, 0.06, 0.77 for gender, civil status, and educational attainment are greater than the threshold P-value of 0.05.

Monk (2011) concluded that majority of married teachers were committed to teaching were "outstanding" than their single constituents in Kenya. Prasad's (2000) study evaluated the professional efficiency of primary school teachers in school subjects and he found that civil status, job experience and attitude towards teaching had significant relationship with their professional efficiency.   Dixit (2007) on his study on job satisfaction among primary school teachers found the effect of varying scores of feedback upon general teaching competencies of teacher trainees. He also reported that creative married teachers were more competent in teaching.

Educational attainment. The study of Lin and Tremblay (2003) showed that workers who are highly educated are more likely to receive on – the – job training. So, job skills training and skills upgrading are an integral part of maintaining the organizations' competitive employability profile. The influence of qualification on teaching effectiveness had been reported. Stigler and Hiebert (2007) reported that an increased qualification promotes teaching effectiveness. This further investigated the teaching effectiveness of prevocational subject teachers. It further investigated the influence of qualifications on the teaching effectiveness.

Idrisi's (2007) reported that highly qualified and averagely qualified teachers do not differ significantly in their teacher effectiveness. In one study of the qualities and qualifications of excellent teachers, school administrators and supervisors were asked to give reasons why they thought some teachers were outstanding (Oducado, 2012). Without exception, the officials gave a combination of qualities as the reason for excellence. Majority of them agreed that an excellent teacher is a person who: 1. has the personal qualities of agreeableness, consideration for other sincerity, and the like, which all will agree, make one a desirable associate; 2. is professionally interested and competent; 3. has among other qualities, scholarship and culture and in addition, respects students and 4. is respected by students and establishes wholesome student – teacher relationships.

Research designed to examine teacher qualifications in relation to pupil performance has been based on the belief that technical skills and overall instructional competence are attained and improved through advanced training. Summers and Wolfe (2010) reported that nearly all teacher salary schedules reflect the view that extra training is associated with improved teacher performance and ultimately influences pupil learning outcomes.

Bidwell and Kasarda (2008) concluded that teachers' qualifications were related to teaching skills. They theorized that the teacher-intensive nature of instruction implied that Colorado school districts with higher proportions of well-qualified teachers would have higher levels of student achievement in the cognitive areas of mathematics and reading. While results of their study supported the hypothesis, the relationship between staff qualifications and mathematics achievement was not statistically significant.

Turner (2010) employed path analysis in their study of Colorado school systems, and found that a percent of teachers holding a Master's degree was a significant determinant of elementary pupil achievement in both mathematics and reading. Teaching position. Gervero (2006) made a study on the extent of teaching performance of BEE instructors and their implementation to students' achievement with regards to sex, age, and teaching position as variables. The study found that no significant difference was found between the extent of teaching performance of instructors as to personal variables, mastery of subject matter and teaching techniques.

Passi and Sharma (2002) conducted a study on teaching competency of secondary school teachers and found that teaching position of teachers did not differ in competency. They found that there was a significant positive co-relation between teaching competency liking of their pupils of their teaching behavior.

Joseph's (2009) findings on "professional competency and its impact on professional pleasure revealed that educational and professional qualification influence professional competency and there is a positive significant relationship between professional competency and professional pleasure.

Koundinya (2009) revealed the major findings of his study as follows. Teachers with high educational qualification and high position are highly competent and that high positive relationship exists between professional competency and professional pleasure. Paul's (2009) research study revealed that respondents possessed a high self-perception about their effectiveness however, there was no significant relationship of their perception about their effectiveness teaching position.

Length of teaching experience. Several researchers like Joyamma (2002) Saxena (2008) Reddy (2007) Idrisi (2007) O'Conner (2008) have highlighted a positive relationship between teacher effectiveness and span of teaching experiences. On the other hand Mann (2010) Subbrayan (2005) Rosenhotlz (2006) and Smith (2012) have reported that there is no significant relationship between teaching experience and effective teaching. Few studies focused directly on the effect of teacher tenure on teacher performance. Aaronson (2007) found the variables that determine compensation in Chicago – tenure, advanced degrees, and teaching certification – only explain about one percent of the variation in estimate of teacher quality. Tenure status, specifically, had no statistical significant correlation with teacher quality. However, the effect of tenure on teacher quality was estimated without fully addressing the complex relationship between the effects of tenure and teaching experience. Tenure status is closely related to teacher experience, and it is important to create a research design that disentangles tenure effects from returns to experience. In his study years of teaching experience was measured by "potential experience," which is the age of a teacher minus years of education minus five (the age at which an individual begins schooling). In other words, potential experience is simply a measure of the number of years an individual is in the workforce, assuming that he or she completes education and immediately enters the workforce without taking any time off.

In another study, Kersten (2006) discusses possible negative outcomes of tenure. Kersten surveyed a simple random sample of 291 Illinois school board presidents. Most strikingly, 51 percent of the respondents agreed that "eliminating teacher tenure would increase student achievement," suggesting that tenure may be a "primary barrier to student achievement."

Wayne and Youngs (2003) assert the generally positive effects of experience on teacher quality. Nonetheless they note that these findings are "difficult to interpret" due to factors not accounted for in most models such as changes in motivation, personal life situation (children, divorce, etc.), and labor market changes over time, as well as the recognition that teachers who stay in the profession and have many years of experience may be very different from teachers that leave after only a few years.

In a study conducted by Alkan (2008), a weak but significant positive correlation was observed between these two variables; as the amount of AVID (Advancement via Individual Determination) professional teaching experience, as defined by the number of years a teacher has been teaching at their current school, exhibited a moderately strong positive correlation with teacher leadership.

Haddad (2005) observed that experience of teachers as well as their academic qualifications determined their effectiveness. Though it is not necessary that high qualification leads to high efficiency, there seems to be a high need of knowledge and skills that teachers must possess for teaching different subjects at different levels.

Statement of the problem: According to Foreman (2010) self-confidence is a very important concept that should be highlighted among professionals because it makes them understand their worthiness, evaluate their expertise and adjust themselves accordingly with their ambience. As far as teachers are concerned, it becomes more imperative for them to persistently evaluate their readiness, commitment and competencies in order to portray their model role at their best. This continuous perusal of teachers' abilities will enable them to explore those qualities which are complementary to the vitality of their role as a teacher. It is on this premise that this study attempted to determine the level of self-confidence, readiness for leadership role, work commitment and elementary teachers' performance in Panay Island for the school year 2013-2014. Specifically, the researcher sought answers to the following questions:

1. What is the self-confidence level of elementary school teachers in Panay Island as a whole and when grouped according to some personal variables such as age, sex, civil status and profession-related variables namely: educational qualification, teaching position and teaching experience?
2. How ready are the public elementary teachers of their leadership role as a whole and when grouped according to some personal and profession-related variables?
3. What is the work commitment level of the respondents as a whole and when grouped as to some personal and profession-related variables?
4. What is the level of performance of the respondents as perceived by the school administrators as a whole and in terms of the following performance indicators: intellectual and scholastic qualities; facilitator of learning experience and pupil teacher interaction?
5. What is the level of performance of the teacher respondents when grouped according to personal and profession-related variables?
6. Are there significant relationships between the teachers' level of self-confidence, readiness for leadership role, and extent of work commitment and their level of performance?
7. Are there significant differences in the respondents' level of performance when grouped according to personal and professional-related variables?
8. Are their significant interaction effects between the respondents' self-confidence and readiness for leadership role; self-confidence and work commitment, and readiness for leadership role and work commitment and their level of performance?

Methodology

The descriptive-correlational research was used in this study. According to Best and Kahn (2007), descriptive research is concerned with the conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. On the other hand, correlational research is done to determine relationships among two or more variables. It seeks to investigate whether one or more relationships of some types exist. The approach requires no manipulation or intervention on the part of the researcher other than required administering the instrument necessary to collect data desired. In general, this type of research would be undertaken when one wants to look for and describe relationships that may exist among naturally occurring phenomena without trying in any way to alter these phenomena. This research design was considered appropriate in this study because it is basically descriptive and correlational in nature in as much as the main purpose is to determine the teachers' self-confidence, readiness for leadership role, work commitment and performance. The study was conducted during the second semester of School Year 2013-2014 from October 2013 to January 2014 in the four (4) DepED Schools Divisions in Panay Island namely: Aklan, Antique, Capiz and Iloilo. The four data-gathering instruments namely: DuBrin's Self-confidence Test (1996); DuBrin's Readiness for Leadership Role Test (1996); Elwin's Work Commitment Rating Scale (1987); Lisao's Classroom Performance Rating Scale (1998) were taken at face value, considering that they were published, standardized and had been previously validated. However, the researcher through the help of the Guidance / Advisory Committee took extra effort to go over the items in each of the four instruments for face and content validation. A letter request seeking approval to conduct the study was secured from the Regional Director of Western Visayas, the four Schools Division Superintendents in Panay Island, district supervisors, and heads of the schools included as samples of the study, respectively. After request was approved the researcher personally distributed and retrieved the data-gathering instruments with the help of the education supervisors and some teachers who volunteered to help the researcher. The investigator scheduled the data-gathering activity, preferably during district conferences to ensure that a great majority of the respondents could be reached out.The analysis of the data was done using descriptive statistics such as frequency count, mean, percentage and standard deviation. To determine if relationships or differences exist between the independent variables such as self-confidence, readiness for leadership role, work commitment to the dependent variable which is teachers' performance, Pearson Product - Moment of Correlation, t-test for independent samples, and Analysis of Variance (ANOVA) were used. Level of significance was set at 0.05 alpha.

Results and Discussion
Most of the respondents were old (55.27%) and less than a half (44.72%) were young. The youngest respondent was 31 years old and the oldest was 60 years. The mean age of 44.35 years generally indicates that master teachers employed in the DepEd in Panay Island are in their old in age. Nearly three fourths of the respondents were females (73.16%) and more than a

fourth (26.84%) were males. This suggests that there is a three females to one male teacher in the study. More than two-thirds (71.57%) of the respondents were married, 12.78 percent were single and 9.27 percent were widowed. This means that master teachers in Panay Island are mostly married. Less than a half (49. 20%) of the master teachers had baccalaureate degrees with master's units; 35.46 percent were master's degree holders and only 15.34 percent have completed their master's degree and have pursued doctoral degrees. The result indicates that majority of the master teachers in Panay Island are highly educationally qualified. Nearly two-thirds (64.54%) of the respondents occupied Master Teacher I position while more than a third (35.46%) were Master Teachers II in rank. Most (89.46%) of the respondents have served long as master teachers about one-tenth (10.54%) have shortly occupied the position. The mean of 17.95 years indicates a nearly two decades teaching experience among master teacher respondents.

The self-confidence level of elementary school teachers in Panay Island as a whole and when grouped according to some personal and professional related variables. Generally, respondents' perceived themselves to be highly self-confident (M=3.14;SD=0.50). When grouped according to personal variables such as: age (young M= 3.15; old M= 3.13), sex (male M=3.15; female M= 3.11) and civil status (single M= 3.17; married M=3.15; widowed M= 3.04) respectively. Data showed that respondents perceived themselves to be highly self-confident. On the other hand, when respondents were grouped according to profession related variables such as: educational qualification (BS degree with master's units M= 3.12; master's degree M=3.20; master's degree with doctoral units M=3.07), teaching position (Master Teacher I M=3.18; Master Teacher II M=3.71) and length of teaching experience (short M=3.30; long M=3.12) findings revealed that respondents had high self-confident perception level of themselves.

The readiness for leadership role of the elementary school teachers in Panay Island as a whole and when grouped according to some personal and profession–related variables is entered in Table 4. As shown, respondents generally perceived themselves to be very much ready (M= 5.46;SD=0.67)of their role as leaders. Results further showed that in terms of personal variables such as: age (young M=5.49;SD=0.66; old M=5.44;SD=0.60), sex (male M=5.53;SD=0.65; female M=5.43;SD=0.68) and civil status (single M=5.24;SD=0.80; married M=5.50;SD=0.66; widowed M=5.62;SD=0.32) respectively, respondents' perceived themselves to be very much ready of their leadership role. As to profession-related characteristics such as: educational qualification (baccalaureate degree with master's units M=5.30;SD=0.81; master's degree M=5.64;SD=0.37; master's degree with doctoral units (M=5.53;SD=0.61), teaching position (Master Teacher I M=5.52;SD=0.63; Master Teacher II M=5.35;SD=0.74), length of teaching experience (short M=5.76;SD=0.20; long M=5.42;SD=0.67)respectively, respondents' were found with very much ready perception of their leadership role.

Results generally showed that the respondents have generally high work commitment (M=4.03;SD=0.61). Results further showed that in terms of personal variables such as: age (young M=3.94;SD=0.50; old M=4.09;SD=2.11), sex (male M=3.86;SD=0.51; female M=4.09;SD=1.85), civil status(single M=3.96;SD=0.56; married M=4.05;SD=1.87; widowed M=4.05;SD=0.39) , respectively, respondents' were found to have high work commitment level. In terms of profession related variables such as: educational qualification (baccalaureate degree with master's units M=3.93;SD=0.52; master's degree M=4.21;SD=2.61; master's degree with doctoral units M=3.94;SD=0.42), teaching position (Master Teacher I M=4.04;SD=1.97;Master Teacher II M=4.00;SD=0.46), and length of teaching experience (short (M=4.01;SD=0.43); long (M=4.03;SD=1.69)respectively, respondents claimed that they have high level of commitment to their work.

The results showed that as a whole, respondents had outstanding level of performance (M=3.70;SD=0.25). In the three subscales of performance such as: dimension intellectual and scholastic qualities (M=3.71;SD=0.32), facilitator of learning experience (M=3.68;SD=0.30), and pupil-teacher interaction (M=3.71;SD=0.29)school administrators rated the master teachers in Panay Island with outstanding performance.

Results showed that in terms of personal variables such age: young (M=3.72;SD=0.24)and old (M=3.68;SD=0.26) sex : male (M=3.71;SD=0.31)and female (M=3.69;SD=0.27), and civil status: single (M=3.71;SD=0.0.31), married (M=3.70;SD=0.24) and widowed (M=3.71;SD=0.21) respectively, respondents' were found to have outstanding work performance. In terms of profession-related variables such as: educational qualification (baccalaureate degree with master's units M=3.69;SD=0.31; master's degree M=3.72;SD=0.25; master's degree with doctoral units M=3.65;SD=0.26) teaching position (Master Teacher I M=3.88;SD=2.36; Master Teacher II M=3.65;SD=0.31), and length of teaching service (short M=3.76;SD=0.17; long M=3.80;SD=2.01), respondents were all rated as outstanding performers by their school administrators.

Result of the data analysis revealed that respondents' level of self-confidence and their performance level are not significantly related. This is supported by the Pearson r of 0.029 with the probability value of 0.670 which is higher than 0.05 level of significance. Thus, the findings accept the null hypothesis that these two variables are not significantly related. This implies that self-confidence did not affect the performance of the master teachers which tended to be the same. The result contradicts the findings of Barker (2009) which study revealed a positive correlation between self-esteem and performance. However, the result supports Blase (2007) who argued that self-esteem showed a weak relationship with academic grades.

The same table showed the Pearson r of 0.348 indicating that respondents' leadership role and their performance level are highly significantly related. This implies that when respondents' are very much ready of their role, their performance level is outstanding; the less ready they are, the poorer is their performance. The result rejects the null hypothesis that these two variables do not relate to each other. The findings affirmed Yousef's (2000) study which showed that leadership behaviour was positively related to job satisfaction but the result contradicts that of Rad & Yarmohammadian (2006) who found no relationship between leadership behaviours and employee job satisfaction.

As shown in Table 7, respondents' extent of work commitment and their performance level are not significantly associated. This is revealed by the computed Pearson r of 0.043. with the probability value of 0.451 which is not significant at 0.05 alpha. Thus, the result accepts the null hypothesis that these variables are not related. This indicates that master teachers performed similarly regardless of their work commitment level. The result negates Wiener & Vaidis (2000) and that of Thamrin (2012) report that there was positive relation between work commitment and job performance of teachers.

Age and performance. The result shows that performance of young (M= 3.72) and old (M=3.68), respondents' are not significantly different (t=1.197;p>.05). The result accepts the null hypothesis that age and respondents' performance do not significantly differ. The findings show that both young and old respondents performed outstandingly, hence similar. The result negates of the study negates the findings of Padmanabhaih (2006) who found that age influenced teaching effectiveness and Houng's (2009) result that age was significantly related to job performance.

Sex and performance. Result showed that that there was no significant difference in the respondent's performance level when grouped according to sex (t=0.117; p>.05). Hence, the null hypothesis is accepted. The results suggest that teachers who are either male (M=3.70) or female (M=3.70) appeared the same in their performance. The result negates that of Muthans (2000) findings where sex was significantly found associated with teaching effectiveness.

Civil status and performance. The data showed that there were no significant differences in the respondents' level of performance when categorized according to their civil status (F=0.081; p>.05) hence, the null hypothesis is accepted. The result suggests that the civil status did not affect the master teachers' teaching performance. This study supports Babu and Shelvaraj (2007) that civil status had no effect upon teaching effectiveness. However, the finding negates Dixit's (2007) study which result revealed that married teachers were more competent in teaching than others.

Teaching position and performance. Result of showed a computed t (-2.23;p>.05) which indicates that a significant difference existed in the respondents' level of performance when grouped according to their teaching position. This implies that master teacher I respondents performed significantly better than the master teacher II respondents as rated by their immediate school heads. Therefore, the null hypothesis which states that there is no significant difference in the respondents' level of performance and their teaching position is rejected. The study negates the idea of Koundiya (2009) that teachers with high position are highly competent but Paul's (2009) study found no significant relationship of teaching effectiveness to performance.

Teaching experience and performance. Data showed that there was no significant difference in the respondents' level of performance (t=0.920;p>.05)and their teaching experience. Hence, the null hypothesis is accepted. The result suggests that the length of teaching experience of teachers did not affect their immediate superiors perception of their teaching performance implying further that respondents' performance is similar. The finding denies the result of the studies of Joyamma (2002), Saxena (2008), Idrisi (2007) and O'Conner (2008) who highlighted a positive result between teacher effectiveness and span of experience.

Educational qualification and performance. The test of difference in the respondents' level of performance and their educational qualification is shown not significant (F=0.871; p>.05). Therefore, the null hypothesis that there is no significant

differences existed in the respondents' performance and their educational qualification is accepted. This simply implies that teachers' performance is perceived to be similar by their immediate superiors. The result confirms the report of Idrisi (2007) that highly qualified and averagely qualified teachers do not differ significantly in their teaching effectiveness.

Data revealed that teachers' self-confidence and readiness for leadership role had interaction effects on their performance. The obtained F- values were 2.067 and 4.886 and 2.102, respectively with the probability values of 0.000 are highly significant results. The findings reject the null hypothesis that self-confidence and readiness for leadership role have no interaction effects on the respondents' performance. This implies that, when the respondents' self-confidence is high they are very much ready to perform their leadership role which result might lead to a positive impact on their performance. The result confirms that of Barker (2009) which study showed a positive correlation between self-esteem and performance of teachers in selected public and private schools in California. Likewise, the result of the present study supports that of Northouse (2004) who confirmed the significance of leadership in making difference in employees' job satisfaction.

Results showed the F-values of 1.995 (self-confidence) with the probability value of 0.004 which is statistically significant at 0.05 percent level; while the F-value of 1.411 (work commitment) with the probability value of 0.124 did not have an interaction effect hence not significant and the F-value of 1.490 with the probability value of 0.031 (self-confidence and work commitment) at 0.05 level have positive interaction effect on the respondents teaching performance.

Data showed that readiness for leadership role obtained an F value of 5.127 with the probability value of 0.000 is highly statistically significant. Meanwhile, work commitment with the computed F-value of 2.666 and a probability value of 0.000 is likewise highly statistically significant. As to readiness for leadership role and work commitment the obtained F value was 2.155 with the probability value of 0.000 signifying that results were highly statistically significant. The result rejects the null hypothesis of no interaction effect of the variables to the master teachers' performance. This implies that when respondents are very much ready of their role as leader and are highly committed to their work, they appeared to be effective in their respective jobs.

Conclusion

In view of the findings of the study, the following conclusions and implications were drawn: Master Teachers in Panay Island are highly confident. It implies that these teachers believed on the importance of self-confidence which contributes to self-efficacy, the belief in one's capability to perform a task. Respondents are very much ready to perform their leadership role, perhaps because the role of teaching itself implies leadership. For in reality, the teacher is the intellectual leader of the social group not in virtue of official position, but because of wider and deeper knowledge and matured experience. Generally, respondents are highly committed of their task. Probably, this high level of commitment could be associated with their strong acceptance of organizational goals and willingness to exert on behalf of the organization; a strong desire to stay in the organization due to some monetary gain and provision of opportunity for recognition. Master Teachers work performance is outstanding; more so, their intellectual and scholastic qualities, facilitation of learning experience and interaction with pupils are also outstanding. Perhaps, factors such as high self-esteem, preparedness for leadership role and high work commitment reciprocated with each other thus, lead to teacher efficiency and effectiveness. The more ready the leader is the higher is his work performance level; the less ready the respondent is the lower is his performance. Since, teachers' learning appears to be the corner stone both for teaching and leading, thus, teaching and leading must involve engagement with others and to different stakeholders. Master teachers I have higher level of performance than the Master Teacher II respondents. This implies that teachers in the lower positions strive harder to become equally at par with other teachers when it comes to teaching efficiency and effectiveness. There are interaction effects among self-confidence readiness for leadership role and respondents' performance; between self-confidence and work commitment and performance and readiness for leadership role, work commitment and performance. This implies that for a teacher to be highly performing, his self-confidence, leadership role and work commitment should be reciprocal.

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