

LEADERSHIP Styles, Organizational Commitment and Turnover Intentions of Millennial Teachers in Private Secondary SCHOOLS

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ABSTRACT

This descriptive-correlational study aimed to determine the influence of leadership styles and organizational commitment on the turnover intentions of millennial teachers in private secondary schools in Davao City. Three adapted instruments were used to determine the status of school principals' leadership styles and levels of millennial teachers' organizational commitment and turnover intentions. The data gathered was then analyzed and interpreted. The results revealed that the status of school principals' leadership styles and the level of millennial teachers' turnover intentions were high. The results showed that millennial teachers' organizational commitment was at a moderate level. It was also found that leadership styles and organizational commitment have a significant relationship with the turnover intentions of millennial teachers. Further, the result also showed that leadership styles did not significantly influence turnover intentions, while organizational commitment significantly influenced the turnover intentions of millennial teachers.

KEYWORDS: *Education, leadership styles, organizational commitment, turnover intentions, millennial teachers, descriptive-correlational, Philippines*

INTRODUCTION

Turnover intention is the process of an employee leaving the current job or being willing to separate from the organization (Ezaili et al., 2018). In 2015, the US Census Bureau reported that teacher turnover intentions are becoming global. Moreover, according to the latest available data, US educator turnover intentions are increasing, contributing to more than one million teachers leaving for different jobs (Carver-Thomas & Darling-Hammond, 2017). This phenomenon has also been found in the study conducted by Overbey (2013),

which indicated that turnover intention is the strongest predictor of actual employee turnover.

Moreover, a study conducted by Njung'e (2015) among teachers in Murang'a County, Kenya, found that 65.7% of teachers had expressed an intention to leave teaching. A different study by Oduor (2015) in Kenya revealed that 129,600 of the 288,000 teachers had plans to leave the teaching profession in 2015. This translates to about 45% of the turnover intention rate. Further, this shows the need to address the turnover intention problem to improve teacher retention.

The Philippines has also suffered from high teacher turnover. The turnover intention in the Philippines is higher among private-sector employees due to a lack of security and tenure than public-sector employees (Liu & Onwuegbuzie, 2012). Moreover, turnover among teachers makes them more likely to quit school than abandon the teaching profession (McInerney et al., 2015). In addition, 15% to 25% of teacher turnover occurs annually in Tandag, Surigao del Sur, and Caraga Region Diocesan Catholic Schools Association member schools due to the exodus to the public school systems since 2016 (Board of Directors, 2018). Further, Philippine Statistics (2018) reported that the Philippines had incurred a yearly net loss of 132 teachers compared to the total number of them joining the workforce (Cabigas, 2018).

Further, the study by Zhang (2016) revealed that millennials have a greater turnover rate than prior generations for personal, leadership, and organizational reasons. As of early 2015, more millennials were in the workforce than any other generational group (Anderson et al., 2017). Furthermore, the low commitment among millennial teachers results in high turnover, which places a significant financial and intellectual load on academic institutions (Layton, 2015).

According to Gautam (2005), many studies support employees leaving an organization for many reasons. However, the two most frequent causes are the selection system quality and leadership quality. Numerous variables affect employees' decisions to remain at or leave their current employment. In addition, leadership style has been one of the recognized causes of turnover (Abbasi & Hollman, 2000). Further, the leadership style has a significant effect on voluntary attrition. Accordingly, the backgrounds and experiences of leaders impact employees' intentions to leave (Abbasi & Hollman, 2000). Being a leader in education can be challenging, and a leader's leadership style impacts a variety of employee types. Thus, leaders have practiced numerous leadership styles, including transformational, transactional, and laissez-faire (Northouse, 2013).

Organizational commitment is also deemed a significant variable

because it reduces undesirable outcomes, such as employee turnover (Galletta et al., 2011). Organizational commitment is crucial in determining whether a member will remain with the organization and can be an important indicator of employee conduct and intention to leave (Irefin & Mechanic, 2014). In addition, according to Calk and Patrick (2017), it is challenging to determine millennials' commitment. It has been difficult for managers to build relationships with and understand the commitment of millennial employees (Meola, 2017). Furthermore, in Davao City, the organizational commitment of employees in private schools is sometimes manifested, which means there is an impending employee turnover. The employees wait for better and better-paying job opportunities (Dolino, 2018).

In the studies of Sepang (2016), Ngo-Henha (2017), and Qureshi & Aleemi (2018) that the researcher came across, three studies focused on the individual relationships between the independent and dependent variables, such as organizational commitment and turnover intentions and leadership style and turnover intentions. Meanwhile, fewer studies have been conducted among teachers, particularly among millennial teachers (Lee, 2018). Hence, the researcher needs more access to a study that examined leadership styles, organizational commitment, and turnover intentions among respondents who were millennial teachers in private secondary schools in Davao City.

Because of this identified method, locations, and group gaps in research, the researcher felt the urgency to conduct this study. Understanding the combined influence of leadership styles and organizational commitment on the turnover intentions of millennial teachers in private secondary schools will fill in the gaps in this contemporary issue that affects all academic stakeholders. The findings of this study can be used to persuade today's educational leaders and administrators to consider changing their approach to leading millennial teachers through leadership training and professional development to prevent or delay the loss of personnel in private secondary schools.

Theoretical Framework

This study was anchored on Avolio and Bass's (2004) Full Range Leadership Theory and Allen and Meyer's (2007) Three-Component Model of Commitment. The Full Range Leadership Theory is comprised of three distinct styles of leadership: transformational leadership, transactional leadership, and laissez-faire leadership. Full-range leadership theory is a general leadership theory that focuses on the behavior of leaders toward the workforce in different work situations. Each of these leadership styles is divided into individual dimensions, allowing for a thorough investigation of most behaviors

demonstrated by leaders (Avolio & Bass, 2004).

The right type of leadership is essential to establish and maintain a reliable and productive workforce. This suggests that to lead employees successfully, managers must utilize leadership styles that address the needs and abilities of the employees they are trying to influence. Thus, an effective leadership style is necessary to reduce the turnover rate (Nanjundeswaraswamy & Swamy, 2014), as leadership styles have a solid relationship with turnover intention, especially among millennial employees (Long et al., 2012; Siew, 2017). In addition, the familiar quote that people leave jobs due to lousy leadership signifies the importance of leadership in organizations today. The right type of leadership is vital to creating and sustaining a stable and effective workforce.

Further, this study was also anchored on the Three-Component Model (TCM) of Commitment by Allen and Meyers (2007). It measures three forms of organizational commitment: affective commitment, normative commitment, and continuance commitment. According to Allen and Meyers (2007), organizational commitment is the psychological state that binds employees to the company. It is the strength of the employee's psychological attachment and identification to the particular organization. This suggests that for an organization to be productive and successful, it must have employees willing to stay with it and exert extra effort to accomplish organizational goals.

METHODS

Research Design

This quantitative investigation employed a descriptive-correlational design. According to Creswell (2014), quantitative research tests objective theories by examining the relationships between variables. Hence, the phenomenon being studied is assumed to be measurable and quantifiable. Further, Swanson and Holton (2005) described that quantitative research techniques effectively study large groups of respondents and make inferences from the sample about the population. The researcher used a quantitative research design in this study to answer the questions posed. With quantitative research, this study measured and quantified the different variables. Millennial teachers' leadership styles, organizational commitment, and turnover intentions were quantified and measured using a Likert scale questionnaire. This enabled the researcher to generalize from the sample to a larger population.

The descriptive-correlational design employed in the study involves measuring two or more relevant variables. This method was valid for researching specific subjects as a precursor to two or more quantitative studies

(Shuttleworth, 2008). Correlation analysis was the method of statistical evaluation used to study the strength of a relationship between two numerically measured, continuous variables. The current situation is the primary emphasis of this design. The goal of this method is to discover new truths, which can take many different forms, such as improved knowledge, a new generalization or law, an increased understanding of the variables at play, the identification of a causal relationship, a more precise formulation of the issue at hand, and many others.

Hence, the descriptive-correlational research design was appropriate for this study. This study involved collecting quantitative data using a Likert-scale survey questionnaire. The data gathered were analyzed using different statistical tools, which enabled the researcher to describe the levels of leadership styles, organizational commitment, and turnover intentions. Moreover, statistical tools were used to determine the relationship between leadership styles, organizational commitment, and turnover intentions. Also, this study did not involve any experiments on the respondents. Thus, this study utilized a descriptive-correlational research design.

Place of the Study

This study was conducted in selected private secondary schools in Davao City with a population of millennial teachers ranging from 50 to 100. These schools have provided a considerably large population size for data gathering. Further, these schools offer academic and technical-vocational strands. access to any study exploring the combined influence of leadership styles, organizational commitment, and it is urgent to conduct this study since she has limited turnover intentions of millennial teachers in private secondary schools in Davao City. The research locale of the study is confined to the four private secondary schools in Davao City.

Four schools were chosen to be part of the study. These schools offered both junior high and senior high school. Another criterion by which these schools were considered big schools is that the population of enrolled high school students should be at least 150. Further, these schools have encountered the most problems with teacher turnover. Hence, it gave a better picture of the different responses of the respondents across the study locale.

Respondents

The respondents of this study were 150 millennial teachers in four selected private secondary schools in Davao City. The researcher purposively chose the respondents and used the complete enumeration technique to identify the respondents from different schools in Davao City. Thus, the distribution

based on retrieved questionnaires from the teachers who willingly answered the survey questionnaire was the following: School A = 30; School B = 35; School C = 46; and school D = 39. In the conduct of this study, the selection of respondents was based on the following inclusion criteria: they must have been born between 1981 and 1996, with ages ranging from 27 to 42 years old; they must be teachers in any private secondary school in Davao City; and they must have at least one year of teaching experience in the current organization to which they are connected. The exclusion criteria were faculty who are non-millennials, faculty without at least one year of teaching experience, and faculty with an administrative function.

RESULTS

Status of Leadership Styles of Principals

Table 1

Status of Leadership Styles of Principals

Our Principal is...	Mean	SD	Description
Transformational			
1. assisting based on effort.	4.27	.80	Very High
2. recognizing our achievements	4.19	.78	High
3. behaving consistently with values	4.33	.72	Very High
4. focusing on our strengths.	4.09	.74	High
5. promoting development.	4.38	.77	Very High
6. providing reassurance of overcoming obstacles	4.21	.80	Very High
7. encouraging non-traditional thinking.	4.18	.76	High
8. providing advice for development.	4.35	.75	Very High
9. encouraging us to rethink ideas.	4.33	.77	Very High
10. clarifying their rewards.	4.01	.89	High
11. providing encouragement.	4.39	.76	Very High
12. encouraging us to express ideas	4.40	.73	Very High
13. encouraging reasoning.	4.29	.75	Very High
14. instilling pride in us.	4.05	.82	High

15. treating us as individuals.	4.29	.76	Very High
16. talking enthusiastically.	4.27	.75	Very High
17. talking about trusting each other	4.17	.90	High
Category Mean	4.25	.62	Very High
Transactional			
1. focusing on our mistakes.	2.52	1.11	Low
2. tracking and monitoring our mistakes.	2.83	1.26	Moderate
3. concentrating on failures.	2.35	1.14	Low
4. spending more time dealing with problems	2.79	1.17	Moderate
5. assisting based on the effort of the individual teacher	3.41	1.04	High
6. rewarding our achievement.	3.61	.89	High
7. recognizing our achievement.	3.81	.85	High
8. clarifying rewards.	3.66	.85	High
Category Mean	3.13	.72	Moderate
Laissez-Faire			
1. reacting to problems, only when serious.	3.27	1.16	Moderate
2. reacting to problems, only when chronic.	2.98	1.07	Moderate
3. reacting to failure.	3.09	.88	Moderate
4. avoiding deciding.	2.59	1.05	Low
5. avoiding involvement.	2.41	1.17	Low
6. delaying responding.	2.48	1.05	Low
7. unavailable when needed.	2.23	1.09	Low
Categorical Mean	3.36	.48	Moderate
Overall Mean	3.49	.93	High

Table 1 shows the status of principals' leadership styles. It shows that the overall mean of principals' leadership styles is 3.49, which is described as high. It means that the leadership styles of principals are oftentimes manifested. In addition, the overall standard deviation is 93, which is less than one, denoting that the respondents have ratings that are practically almost the same. This result implies that the status of principals' leadership styles was evident. This means principals are transformational because they promote development and encourage and inspire millennial teachers to express their ideas. Principals were

also moderately transactional, motivating the teachers by offering rewards and incentives when their goals were achieved.

Moreover, principals were also moderately laissez-faire in their approach, as they allowed their teachers to work in their own manner by allowing them to make independent decisions without providing feedback.

This finding supports the view of Ali et al. (2014), who used transformational and transactional leadership behavior to examine leadership style. The study found that transformational and transactional leadership behaviors are negatively associated with turnover intention. This finding also supports the view of Urick and Bowers (2014) that effective principal leadership styles can help address multiple issues in struggling schools, such as low student achievement and high teacher turnover rates. Further, one of the many factors that influence employees' decisions to stay at their current jobs is the transformational leadership style (Abbasi & Hollman, 2000). Furthermore, as defined by Baylongo (2012), transformational leaders can inspire followers to change expectations, perceptions, and motivation toward accomplishing the common goal. They influence the followers to effect positive change and focus on achieving success.

Level of Organizational Commitment of Millennial Teachers

Table 2
Level of Organizational Commitment of Millennial Teachers

Millennial teachers are...	Mean	SD	Description
Affective Commitment			
1. very happy to spend the rest of their career with their organization.	3.27	.94	Moderate
2. feeling as if their organization's problems are their own.	3.89	.81	High
3. feeling a strong sense of "belonging" to their organization.	3.76	.88	High
4. feeling "emotionally attached" to their organization.	3.98	.86	High
5. feeling like "part of the family" at their organization.	3.94	.84	High
6. having a great deal of personal meaning for them their organization.	3.72	.66	High

Category Mean	3.57	.92	High
Continuance Commitment			
1. staying with their organization is a matter of necessity as much as desire right now.	3.55	1.00	High
2. being very hard for them to leave their organization right now, even if they wanted to.	3.15	.96	Moderate
3. having too much disruption of their life if they decided to leave their organization now.	3.20	.88	Moderate
4. feeling that they have too few options to consider leaving this organization.	3.32	.96	Moderate
5. considering working elsewhere if they had not already put so much of themselves into their organization.	2.93	1.02	Moderate
6. having scarcity of available alternatives as one of the few negative consequences of leaving their organization.	3.29	.64	Moderate
Category Mean	3.03	1.01	Moderate
Normative Commitment			
1. feeling it is their obligation to remain with their current employer.	3.43	.94	High
2. feeling it would not be right to leave their organization now, even if it were to their advantage.	3.23	1.04	Moderate
3. feeling guilty if they leave their organization now.	3.57	.96	High
4. having the notion that their organization deserves their loyalty.	3.55	1.07	High
5. having to stay with their organization right now because they have a sense of obligation to the people in it.	3.70	1.07	High
6. having the belief that they owe a great deal to their organization	3.42	.83	High
Category Mean	3.48	.60	High
Overall Mean	3.38	1.09	Moderate

Table 2 shows the level of organizational commitment of teachers. The

overall mean of the organizational commitment is 3.38, described as moderate. It means that the organizational commitment of millennial teachers is sometimes evident. The overall standard deviation of 1.09 indicates a considerable variation in the responses of the millennial teachers. Millennial teachers' moderate level of organizational commitment affirms the study by Hamid et al. (2013), which revealed that most teachers perceived themselves as moderately committed to their schools. Moreover, this finding aligns with the study done by Norshidah (2008), which showed that academic staff has moderate organizational commitment. This implies that teachers only sometimes dream of spending the rest of their careers in the same organization. Moreover, teachers perceive having little disruption in their lives if they decide to leave their organization and perceive that they may have more options to consider leaving the organization.

Moreover, the study of Azzam et al. (2021) concluded that organizational commitment and loyalty are an integral part of the millennial generation that works in Indonesian Islamic educational institutions. This finding also strengthened the fact that the millennial generation that entered the workplace can bring up their commitment and loyalty toward the organization if the organization. Provided trust and satisfaction among its employees.

Level of Turnover Intentions of Millennial Teachers

Table 3
Level of Turnover Intentions of Millennial Teachers

Millennial teachers are...	Mean	SD	Description
Turnover Intentions			
1. considering often of leaving their job.	3.68	1.15	Very High
2. dreaming often about getting another job that will better suit their personal needs	2.75	1.11	Moderate
3. having the feeling of not looking forward to another day at work	3.22	1.12	Moderate
4. being often frustrated when not given the opportunity at work to achieve their personal work-related goals	2.83	1.21	Moderate

5. having their current work as not satisfying and fulfilling their personal needs.	2.91	1.18	Moderate
6. having to accept another job at the same compensation level should there be an offer as very likely for them.	3.13	.82	Moderate
Overall Mean	3.95	.62	High

Table 3 shows that millennial teachers' turnover intentions have an overall mean of 3.95, which is described as high. This means that the turnover intentions of millennial teachers are oftentimes observed. It also shows that the mean ratings of the items range from 2.75 to 3.68. Specifically, the item, often dreaming about getting another job that will better suit their personal needs, shows a mean rating of 2.75, described as moderate, which means it is sometimes observed. The item, considering often leaving their job reflects a mean rating of 3.68, described as high, which means it is oftentimes observed. The standard deviation value of .62 is less than one, denoting that the respondents have ratings that are practically the same. This implies that millennial teachers' turnover intention is high. This means that millennial teachers often consider leaving their jobs. This further implies that millennial teachers have the feeling of not looking forward to another day at work and are willing to accept another job at the same compensation level should there be an offer as very likely for them.

This finding supports the study of AlBattat and Som (2013), which revealed that employees' turnover intentions are influenced by employee dissatisfaction within the job environment, which reduces contributions to the job and influences employees' decisions to leave an organization. In addition, the study of Bonds (2017) revealed that employees' turnover intentions are high and that many felt they needed to be more committed to staying with the organization. Further, Çınar's (2015) study revealed that one of the common reasons employees intend to leave a company is because they are searching for better opportunities.

Significance of the Relationship between Leadership Styles, Organizational Commitment, and Turnover Intentions of Millennial Teachers

Table 4 shows the relationship between principals' leadership styles, organizational commitment, and turnover intentions of millennial teachers. It shows that overall leadership styles have a significant negative, weak

relationship with turnover intentions of millennial teachers with a p-value of .004, which is less than the alpha set at .05(two-tailed) ($r = -.23$). It means that as the status of the leadership styles of the principals increases the level of turnover intentions of millennial teachers significantly decreases.

Table 4
Significance of Relationship of Leadership Styles Between Principals, Organizational Commitment, and Turnover Intentions of Millennial Teachers

Turnover Intentions of Millennial Teachers			
	r	p-value	Remarks
Leadership Styles	-.23 **	.004	Significant
Transformational	-.09	.270	Not significant
Transactional	.07	.419	Not significant
Laissez-faire	.20**	.014	Significant
Organizational Commitment	.78**	.000	Significant

** . Correlation is significant at the 0.01 level (2-tailed)

Evidently, transformational and transactional leadership reflect a p-value of .270 and .419, which are greater than the level of significance set at .05 (two-tailed). This means they have no significant relationship with the turnover intentions of millennial teachers. Notably, only the laissez-faire leadership style reflects a significant relationship with turnover intentions of millennial teachers with a p-value of .014, which is less than the alpha set at .05 (two-tailed) ($r = .20$). It means that as the status of the laissez-faire leadership of principals increases the level of turnover intentions of millennial teachers significantly also increases. Adding on, the organizational commitment reveals a significant positive, strong relationship with the turnover of millennial teachers with a p-value of .000 ($r = .78$). It means that as the level of organizational commitment increases, the level of turnover also increases. The results imply that principals and educational leaders can help decrease turnover intention among millennial teachers by employing transformational and transactional approaches in their leadership. This further implies that principals should avoid employing characteristics of a laissez-faire leader.

The findings align with the study of Ariyabuddhiphongs and Kahn (2017), which showed that a leader's transformational leadership style lowers employee turnover intention through increased trust in management and improved job performance. Further, the study by Yücel (2021) revealed that transformational leadership negatively predicts turnover intention. An immediate transformational leadership style of managers appears to decrease turnover intention. Furthermore, when employees felt supported by their leaders and found meaning in their work, they were less likely to abandon the organization.

The findings are also consistent with those of Sithole and Sudha (2014), who discovered a positive relation between the transactional leadership style and employee turnover intentions. The study concludes that there is a correlation between transactional leadership qualities and the intention of employees to leave. This implies that organizational leaders must demonstrate a transformative leadership style that increases employee contentment regarding the factors influencing their turnover decisions.

The relationship between organizational commitment and turnover intention revealed an exciting result that defies most related literature in publications, journals, and other sources. However, the significant positive relationship discovered between organizational commitment and turnover intention is supported by the study of Park et al. (2014) among employees in union firms, who found that even if they have a high level of organizational commitment, they still have a high turnover intention. In addition, a study conducted by Salleh et al. (2012) revealed that even if employees feel pretty satisfied with aspects of work satisfaction excluding salary, they still have a moderate level of commitment and may still have a high intention to leave the company. Moreover, the study of Mosadeghrad et al. (2008) also revealed an unexpected correlation between organizational commitment and turnover intentions among hospital employees in Iran. As defined by Mosadeghrad et al., this may be due to external factors, such as job market conditions, which may influence perceived opportunities for career advancement elsewhere. In addition, the finding of the present study is in contrast to the results from the study of Barling and Cooper (2008), which revealed that when employees' organizational commitment is high, the turnover intention is low, and when the employee's organizational commitment is low, the turnover intention is high. It implies that even if millennial teachers are committed to their organization, it does not mean that they will not quit their jobs. Even though employees are satisfied with their current position, they strongly desire to improve their quality of life by selecting better employment.

Significance of the Influence of Leadership Styles, Organizational Commitment towards Turnover Intentions of Millennial Teachers

Table 5
Significance of the Influence of Leadership Styles, Organizational Commitment towards Turnover Intentions of Millennial Teachers

Turnover Intentions of Millennial Teachers				
	Standardized Coefficients	t	p-value	Remarks
Leadership Styles	.09	1.61	.110	Not Significant
Organizational Commitment	.81	14.60	.000	Significant
R	.78			
R ²	.62			
F	116.7			
	2			
p	.000			

Table 5 shows the results of the multiple regression analysis. In singular capacity, leadership styles did not significantly influence the turnover intentions of millennial teachers with a p-value of .110, which is greater than the .05 level of significance (2-tailed) with a positive standardized beta value of .09. It means that for every unit increase in the value of leadership styles did not lead to a significant increase in the level of turnover intentions of millennial teachers.

However, in singular capacity, the organizational commitment significantly influenced the turnover intentions of teachers with a p-value of .00, which is less than the .05 level of significance (2-tailed) with a positive standardized beta value of .81. It means that for every unit increase in the level of organizational commitment, there is a corresponding increase of .81 in the turnover intentions of millennial teachers. Notably, between the two independent variable.

Notably, the combined influence of the two independent variables, leadership styles and organizational commitment toward the turnover intentions

of millennial teachers, is significant ($F = 116.72, p < .05$). Meanwhile, the model explains 62 percent of the variance of the turnover intentions of millennial teachers based on the independent variables explored in this study, as indicated by $R^2 = .62$. This means that 38 percent of the variance of the turnover intentions of millennial teachers can be attributed to other factors aside from leadership styles and organizational commitment.

The results imply that principals' leadership styles and the organizational commitment of millennial teachers significantly influence turnover over intentions. This suggests that principals can reduce and prevent millennial teachers' turnover intentions by increasing the leadership style status.

In addition, the findings of this study support Avolio and Bass' (2004) Full Range Leadership Theory which involves the leadership styles transformational leadership approach, transactional leadership approach, and laissez-faire leadership approach and suggests that to lead employees successfully, managers must utilize leadership styles that will address the needs and abilities of the employees they are trying to influence (Fiedler & Garcia, 1987; Hersey & Blanchard, 1977; Vroom & Yetton, 1973). Thus, an effective leadership style is necessary to reduce the turnover rate (Nanjundeswaraswamy & Swamy, 2014) as leadership styles have a solid relationship with turnover intention, especially among millennial employees (Long et al., 2012 & Siew, 2017). Leaders must choose either transformational or transactional leadership styles as they correlate negatively and significantly with turnover intention (Maaaitah, 2018).

Moreover, the findings do not support the study of Fenuku (2019), which revealed a significant and negative correlation between the overall leadership styles and turnover intention among Ghana Audit Service employees.

The findings of this study will help educational leaders and funders administrators understand millennial teachers' motivations that would influence their turnover intentions. The high level of millennial teachers' turnover intentions may be reduced by interventions and programs that experts may develop. However, since principals' leadership styles and organizational commitment of millennial teachers only explain 62 percent of turnover intentions of millennial teachers, other factors should be explored, studied, and considered.

CONCLUSION

Based on the findings of this study, the following conclusions were deduced: The status of principals' leadership styles was oftentimes manifested. This finding connotes that transformational leadership styles of principals are always manifested, while transactional leadership and laissez-faire leadership

styles are sometimes manifested. This suggests that principals encourage millennial teachers to express their ideas and promote development among them. In addition, principals behave consistently with values and encourage reasoning among millennial teachers. Millennial teachers' level of organizational commitment was sometimes evident. This result implies that affective and normative commitment are often evident. On the other hand, continuance commitment is sometimes evident. This suggests that millennial teachers firmly believe in and embrace their organization's objectives and values. In addition, they are emotionally attached to their organization and feel their problems are their own. The level of turnover intentions among millennial teachers was often observed. This means that millennial teachers contemplating exiting the company are often observed. It is also noteworthy that millennial teachers desire to leave their current role when a better opportunity is available. The leadership styles have a significant negative relationship with the turnover intentions of millennial teachers. This means that as the status of the principals' leadership styles increases, the level of turnover intentions of millennial teachers significantly decreases. On the other hand, organizational commitment has a significant positive relationship with the turnover of millennial teachers. This means that as the level of organizational commitment increases, the level of turnover also increases. Leadership styles did not significantly influence the turnover intentions of millennial teachers. Moreover, an increase in the status of principals' leadership styles will decrease millennial teachers' turnover intentions. On the other hand, organizational commitment significantly influenced the turnover intentions of millennial teachers. Further, this implies that with an increase in the level of organizational commitment, there will be an increase in the turnover intentions of millennial teachers. The combined influence of the leadership styles and organizational commitment toward the teachers' turnover intentions was significant. In addition, leadership styles and organizational commitment only explain a portion of the variance of the turnover intentions of millennial teachers. This means that there is a substantial amount of variance in the turnover intentions of millennial teachers that can be attributed to other factors aside from leadership styles and organizational commitment.

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