Influence of Leadership Styles and Management Competence on the Job Satisfaction of Public School Teachers

Cleopere P. Velasco

Graduate School Holy Cross of Davao College

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ABSTRACT

Teachers' job satisfaction is a critical concern in the education sector. The influence of school heads' leadership styles and management competencies on the teachers' job satisfaction was verified. Through descriptive-correlational research design, the data from 213 respondents selected through complete enumeration sampling technique, were analyzed using Pearson Product-Moment Correlation Analysis. It was found that leadership styles and management competencies have significant relationship to teachers' job satisfaction. Future research may conduct longitudinal research could be conducted to examine how changes in leadership practices and management competencies over time impact teachers' job satisfaction.

Keywords: Leadership styles, management competencies, job satisfaction, elementary teachers

INTRODUCTION

The Problem and Its Scope

Low job satisfaction, defined as the teachers feeling of being unfulfilled, unhappy, or frustrated with their professional roles have been repeatedly documented across organizational studies and surveys and remains a pressing workplace concern (Wang & Rashid, 2022). Scholars and large-scale surveys continue to report substantial numbers of employees expressing dissatisfaction, disengagement, or waning commitment to their jobs, indicating that poor job satisfaction is a widespread and continuing problem for many sectors (Huaman et al., 2023).

Evidence from multiple countries shows that problems with job satisfaction are not confined to a single national context. Nguyen and Kremer (2022) found that in the United States there is a rising teacher's dissatisfaction and low engagement. In United Kingdom, Green (2021) reported and documented declines in job satisfaction and commitment among sizable teachers' samples. In Japan, Niu et al. (2023) noted that several studies and international workplace indexes have flagged especially low levels of job satisfaction among teachers, placing Japan among the countries with notable job-satisfaction concerns.

In the Philippine context, Cacanindin (2023) suggests that job satisfaction among teachers has been the subject of multiple local studies that show mixed but significant concerns about satisfaction levels. Via and Amoguis (2022) reported in Regional research in Mindanao and the Davao area that teachers' job satisfaction remains a salient local issue that warrants continued attention from school administrators and policymakers.

If problems of low job satisfaction persist, adverse outcomes for organizational functioning include higher turnover intentions, reduced motivation, and strains on workforce stability making the issue urgent for both practice and policy. Empirical reviews and recent analyses emphasize the negative organizational consequences associated with unresolved dissatisfaction, and therefore call for more targeted, context-sensitive research to inform interventions. At the same time there is a clear research gap, while several cross-sectional studies exist including region-level work, there remains a shortage of longitudinal, sector-specific, and comparative studies within many Philippine regions that would clarify how job satisfaction develops over

time and across different local settings. This gap underscores the urgency of conducting focused, locally grounded research to provide actionable evidence for practitioners and policymakers.

Significance of the Study

This study is significant because it holds significant global importance in achieving Sustainable Development Goal 4 (quality of education) by fostering effective school leadership resulted to positive work environment, motivating teachers to perform at their best and thereby enhancing student learning outcomes. In the Philippine Education, the findings help in ensuring inclusive and equitable quality education for all. At the institutional level, the results are valuable to Elementary Schools in Malita West District by developing strategies to improve school management systems worldwide. Also, it helps promote equitable access to quality education, especially in under-served communities.

Statement of the Problem

It aimed of the study was to determine the significant relationship between leadership styles and job satisfaction and management competencies and job satisfaction. Specifically, the following objectives were pursued:

- It described the levels of school heads' leadership styles in terms of distributed, transactional, laissez-faire, democratic, servant, and, transformational. Management competencies in terms of: school leadership, instructional leadership, creating a student-centered learning climate, human resource management and professional development, parents' involvement and community partnership, school management and operations, and personal and professional attributes and interpersonal effectiveness; and the teachers job satisfaction in terms of supervision and working conditions.
- To determine the significance of the correlation between relationship between school heads' leadership styles, management competence, and the teachers' job satisfaction.
- To determine the significance of the combine influence of school heads leadership style and management competencies on the teachers' job satisfaction.

Hypotheses

The null hypotheses of the study were tested at a 0.05 level of significance.

Ho1. School heads' leadership styles and management competencies do not significantly correlate with teachers' job satisfaction.

Ho2. The total effect of school heads leadership and management competencies on teacher's job satisfaction is not significant.

THEORETICAL FRAMEWORK AND CONCEPTUAL FRAMEWORK

This study was anchored on Self-determination theory (SDT) proposed in the 2000's by Ryan and Deci, which proposes macro-theory of human motivation, personality development, and well-being. The theory emphasized the importance of intrinsic motivation and psychological needs—competence (management competencies), autonomy (leadership styles), and relatedness which was party excluded in the study.

The theory focused especially on volitional or self-determined behavior and the social and cultural condition that promote it. SDT also postulates a set of basic and universal psychological needs, namely those for autonomy, competence and relatedness, the fulfillment of which is considered necessary and essential to vital, healthy human functioning regardless of culture or stage of development.

In the context of my study, SDT suggested that when school leaders perceive themselves as competent and are supported in their autonomy, they are more likely to exhibit effective leadership styles and management competencies, which positively influence teachers' job satisfaction. Competent school heads can create a supportive environment that enhances teachers' sense of mastery and confidence, leading to increased

motivation and job satisfaction among teachers. Furthermore, Ryan and Deci (2000) affirmed that when school heads demonstrate competence in their roles, it fosters a climate of trust and respect, which can improve communication, collaboration, and overall school performance.

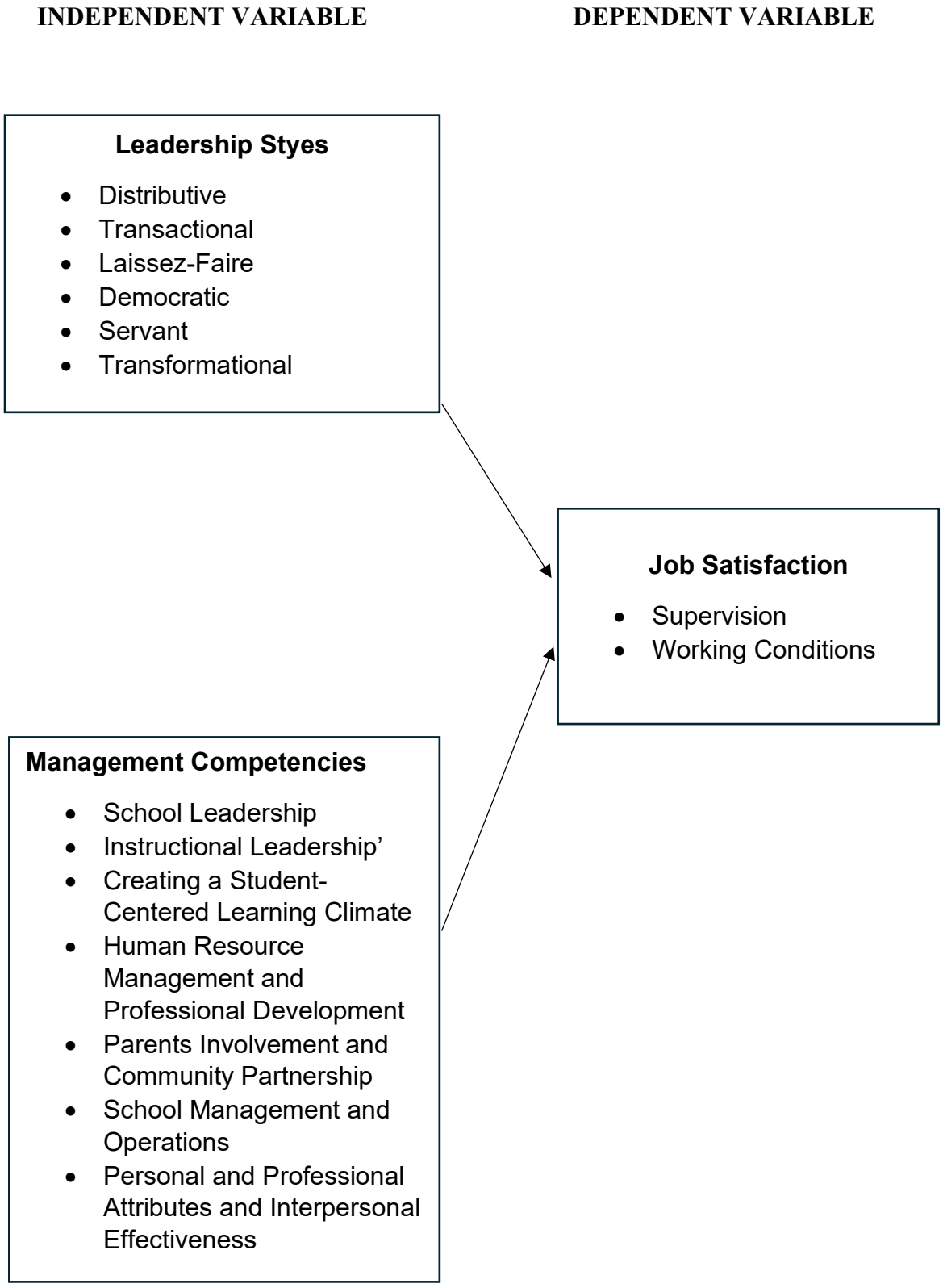

Figure 1. Conceptual Framework of the Study

METHODOLOGY

Included in this chapter are the research design, locale of the study, sample and sampling technique, data gathering technique, data analysis technique, and ethical consideration.

Research Design

The study employed a descriptive-correlational research design. It is collected subjectively and statistically through techniques such as surveys, correlation studies, observation studies, and content analysis (Nazari et al., 2024). It is suitable for this study as it allows the researcher to describe the level of school heads' leadership styles, management competencies, and the level of teachers' job satisfaction.

On the other hand, correlational research design will be also used. It designs investigates relationships between variables without the researcher controlling or manipulating any of them (Bhandari, 2021). It is used in the study for the researcher to determine the significant relationship between school heads' leadership styles, management competencies, and teachers' job satisfaction. Data will be collected from the responses of teachers and analyzed and interpreted using descriptive statistics.

Locale of the Study

The study was conducted in 16 public elementary and secondary schools in Malita East District, Division of Davao Occidental, which were highly suitable because it served as the foundational stage of education where effective leadership can significantly influence the overall school climate, teacher morale, and student outcomes.

Sample and Sampling Technique

The respondents of the study were the public elementary and secondary teachers of Malita East District of the Department of Education-Division of Davao Occidental. Using complete enumeration sampling technique there were 213 respondents included in the study. All teachers were officially employed as regular teachers for the school year 2025-2026. Given the manageable population size, complete enumeration sampling was employed. Complete enumeration sampling is used when the entire population is small and shares well-defined features, as using only a fraction of it may not measure what is desired; it can eliminate any possible bias that can arise from the sampling technique (Canonizado, 2021).

Data Gathering Procedure

The survey technique was used in gathering data from the study. Survey technique is a systematic method of collecting data from a predefined group of respondents to gain insights into their opinions, behaviors, or characteristics. It is widely applied in various fields such as social sciences, marketing, healthcare, and education to gather primary data efficiently (Smith, 2023). Surveys are typically applied when researchers need to gather information from a large number of individuals efficiently and cost-effectively, especially in situations requiring statistical analysis and comparison across different groups or regions (Bryman & Bell, 2023). The advantages of survey techniques include their ability to collect a broad range of data within a relatively short period, their flexibility in terms of formats (online, face-to-face, telephone), and the potential for obtaining standardized responses that facilitate data analysis (Fink, 2023).

This study, three adapted and modified survey questionnaires were used. The first instrument, the leadership styles and management competencies questionnaire, was adapted from the study of Intud and Ferenal (2025). It consists of 60 items for leadership styles and 101 items for management competencies. A four-point Likert scale was used to describe the degree to which respondents perceived leadership styles and management competencies in their work environment. The adapted instruments were pilot tested for reliability, with the STRS achieving Cronbach's alpha of 0.892.

Data Analysis

In the study, the data analysis techniques used were descriptive and correlational. Descriptive analysis is a statistical measure used to describe the central tendency or average value within a set of numerical data (Khorana et al., 2023). In this study, standard deviation was used to determine and describe the levels and variability of school heads' leadership styles, school heads' management competencies, and teachers' job satisfaction. Moreover, correlational analysis is a statistical tool used to measure the strength and direction of

the linear relationship between two continuous variables. It is most appropriate when the variables exhibit a bivariate normal distribution, meaning they are jointly normally distributed (Alsaqr, 2021). In this study, correlation was employed to determine the significance and nature of the relationship between leadership styles, school heads' management competencies, and teachers' job satisfaction.

The matrix presenting the scale, descriptive level, and corresponding interpretation for each study variable is provided, specially used to describe leadership styles, management competencies, and teachers' job satisfaction.

Scale	**Level**	**Leadership Styles**	**Management Competencies**	**Teachers' Job Satisfaction**
1.00-1.74	Very Low	Always Manifested	Excellent	Always Observed
1.75-2.49	Low	Often Manifested	High	Often Observed
2.50-3.24	High	Rarely Manifested	Poor	Sometimes Observed
3.25-4.00	Very High	Not Manifested	Very Poor	Rarely Observed

Standard Deviation Value Ranges and Interpretation

Range	Description	Interpretation
SD ≤ 0.50	High Consistent Responses	Strong and uniform perception
SD = 0.51 – 1.00	Moderate Consistent Responses	Acceptable consistency
SD = 0.01 – 1.50	Low Consistent Responses	Differing views or experiences
SD > 1.50	Very Low Consistent Responses	High variability and lack of consensus

In this study, the significance of the correlation is tested at 0.05 confidence level. The following is the standard measure for the interpretation scale of r-value, the following scheme is used:

Computed r	Descriptive Interpretation
+/- 1.00	Perfect correlation
Between +/- 0.75 - +/- 0.99	High correlation
Between +/- 0.51 - +/- 0.74	Moderately high correlation
Between +/- 0.31 - +/- 0.50	Moderately low correlation
Between +/- 0.01 - +/- 0.30	Low correlation
0.00	No correlation

Ethical Consideration

Respondents will be fully informed about the study's purpose, procedures, and their right to withdraw at any time, with informed consent obtained prior to data collection. Participants' identities will remain confidential using anonymized data and secure storage systems, with access limited solely to the research team. The study was designed to prevent harm, ensuring that participants are fully aware of their rights and are free to withdraw at any point without penalty. The research conducted with honesty, integrity, and respect, safeguarding

participants' privacy and recognizing the value of their contributions. Ethical approval was secured from the SMILE Ethics Board, and permission to conduct the study was respectfully sought and obtained from the Department of Education (DepEd). Efforts have been made to maximize benefits, minimize potential risks, and ensure fairness throughout the research process, with findings reported transparently and any potential conflicts of interest properly disclosed to uphold the integrity of the research.

RESULTS

Included in this chapter are the results of the descriptive and correlational analysis. Also, the summary of the findings is presented.

Descriptive Results

Table 1 presented the descriptive statistical results on the level of School Heads' leadership styles, management competencies, and teachers' job satisfaction with the respective indicators, standard deviation, mean, and descriptive level, specifically conforming to study's' variables.

Table 1: Descriptive Statistics (N=214)

Variables	N	Standard Deviation	Mean	Descriptive Level
Leadership Styles	**214**	**.18**	**3.56**	**Very High**
Distributed	214	.22	3.63	Very High
Transactional	214	.28	3.54	Very High
Laissez-Faire	214	.23	3.57	Very High
Democratic	214	.22	3.52	Very High
Servant	214	.23	3.57	Very High
Transformational	214	.26	3.56	Very High
Management Competencies	**214**	**.23**	**3.61**	**Very High**
School Leadership	214	.23	3.55	Very High
Instructional Leadership	214	.44	3.60	Very High
Creating a Student-Centered Learning Climate	214	.58	3.58	Very High
Human Resources Management and Professional Development	214	.64	3.43	Very High
Parents' Involvement and Community Partnership	214	.48	3.43	Very High
School Management and Operations	214	.18	3.67	Very High
Personal	214	.22	3.55	Very High
Job Satisfaction	**214**	**.16**	**3.83**	**Very High**
Supervision	214	.23	3.91	Very High
Working Conditions	214	.19	3.74	Very High

Specifically, the table shows that Leadership styles was high, indicating that the school heads leadership styles were always manifested while the management competencies was very high, indicating an excellent

management competency. On the other hand, the teachers' job satisfaction was very high, indicating that satisfaction of the teachers in their job was always observed.

Correlation Results

Table 2 is correlational table. It presents the determinant and criterion variables. It shows the r-value, p-value, decision on null hypothesis, and the corresponding interpretation.

Table 2: Correlation Table (N=214)

Variables	Job Satisfaction			
	r-value	p-value	Decision on H_0	Interpretation
Leadership Styles	.326	.032	Reject H_0	Moderately positive significant correlation
Management Competencies	.279	.001	Reject H_0	Moderately positive significant correlation

Level of Significance: 0.05, Decision Rule: Reject H_0 if $p < 0.05$

Specifically, the table shows that there is a significant relationship between school heads' leadership styles and teachers' job satisfaction. Similarly, school heads' management competencies were also found significant, hence, the null hypothesis is rejected.

Regression Results

Table 3 presented the regression analysis of the predictive variables such as leadership styles and management competencies on the criterion variable which is job satisfaction. Shown also are the unstandardized and standardized beta coefficients, t-value, p-value, decision on null hypothesis, and interpretation.

Table 3: Regression Table (N=214)

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision on H_o	Interpreta-tion
	B	Std. Error	Beta				
(Constant)	3.465	.104	____	13.899	.000	Reject H_o	Significant
Leadership Styles	.062	.047	.097	1.072	.001	Reject H_o	Significant
Management Competencies	.057	.067	.092	.105	.000	Reject H_o	significant

Specifically, the table shows that leadership styles significantly predict the teacher' job satisfaction, hence the null hypothesis is rejected. Conversely, management competencies significantly predict teachers' job satisfaction, therefore, the null hypothesis is rejected.

Summary of Findings

Based on statistical results, the following were drawn.

- Leadership styles significantly correlate with the job satisfaction of teachers.

- Management competencies significantly correlate with the job satisfaction of teachers.
- Leadership styles significantly predict job satisfaction of teachers.
- Management competencies significantly predict job satisfaction of teachers.
- Leadership styles and management competencies have significant combine influence of .24,00% on the job satisfaction of teachers.

DISCUSSION

Discussed in this chapter are the findings of the study. Also, the conclusion and recommendations are presented.

Leadership Styles, Management Competencies, and Job Satisfaction Description

The findings that leadership styles obtained a very high level was supported by Oco (2022) stating that leadership styles of school heads play a vital role to the success of the school and the teachers. Their leadership styles in various circumstances will help them in providing assistance and guidance to the teachers as well as to the students. Likewise, school heads exhibited a very high level of management competencies was supported by Salmah (2020) confirming that management competence of school heads plays a crucial role in shaping teacher performance.

Furthermore, the findings that teachers job satisfaction was very high was supported by Sumanasena et al. (2020) confirming that teacher's satisfaction is crucial to their teaching performance. The teachers' very high level of job satisfaction is a pivotal factor to work performance that mainly focuses on professional attitudes, passion for teaching, and work enthusiasm, which affects the educational system.

Leadership Styles, Management Competencies, and Job Satisfaction Correlation

The findings revealed significant relationship between school heads' leadership styles and teachers' job satisfaction was supported by Sudadi et al. (202) affirming that school head can be influential associate in terms of satisfaction levels of the teachers (Sudadi et al., 2023). Sudadi (2023) added that within the school settings, the democratic kinds of leadership would be good as it regards the job satisfaction of the teacher themselves and their motives towards work, very eloquent indication to the development of an individual and the performances of the rest in the school in general.

In contrast, Smith and Johnson (2021) confirmed that styles did not significantly impact teachers' satisfaction levels, emphasizing the importance of other workplace factors. Similarly, Lee et al. (2022) noted that while leadership styles are important for school effectiveness, they do not directly correlate with teachers' job satisfaction, which is more affected by administrative support and professional development opportunities.

Similarly, the findings revealed significant relationship between management competencies and teacher job satisfaction was supported by the study of Santos (2020) confirming that a competent school leadership contributes to a positive teaching environment, which in turn increase teachers job satisfaction and students' outcomes. In contrast, although management competencies are crucial for overall school performance, their direct impact on teacher satisfaction remains minimal, emphasizing the need for a balanced approach that also addresses teachers' personal and professional needs (Davis & Kumar, 2023).

Job Satisfaction as Influenced by Leadership Styles and Management Competencies

The results revealed that leadership style has a positive influence towards the job satisfaction of the teachers to improve the quality of their work as cited by Lunenburg and Ornstein (2021). The current findings corroborate with Parveen et al. (2022) who affirmed that the administration of the school is responsible for facilitating and improving contemporary knowledge management and classroom instruction that are likely to optimize educational achievement and improve teacher job performance. In contrast, Davis and Kumar (2023) suggest that focusing solely on leadership style without considering contextual and personal factors may not effectively improve teacher satisfaction. On the other hand, the findings revealed that management

competencies do influence on teachers' job satisfaction was supported by Rodriguez and Martinez (2021) stating that while management competencies are essential for school operations, it directly impact teachers' satisfaction levels. Doe and Nguyen (2023) affirmed that management competencies are vital for organizational functioning, their direct impact on teachers' job satisfaction remains minimal without complementary elements that address teachers' broader needs.

CONCLUSION

Based on the findings of the study, leadership styles and management competencies demonstrated a significant combined influence on the teachers' job satisfaction. Hence, the Self-Determination Theory, which posits the importance of fostering an environment that supports teachers' basic psychological needs for autonomy, competence, and relatedness.

Recommendations

Based on the conclusion, the following are recommended:

- Future studies may utilize other variables for the correlation between leadership styles and management competencies on the teachers' job satisfaction. Qualitative research may be explored to generate themes that would suffice the stated intention.
- The school head may exert optimum efforts to improve their leadership styles and management competencies and provide resources for the teachers to increase job satisfaction.

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APPENDIX A

Modified Instrument

Leadership Styles and Management Competencies as Predictors of Teachers' Job Satisfaction

General Direction: The survey requires you to honestly assess the school heads' leadership competence, performance, and your job satisfaction. There is no right or wrong answer. Kindly check (✓) the space provided in each item, which closely corresponds to what you think in general. Please do not leave any questions unanswered. All responses will be treated with strict confidentiality. Your identity will not be recorded, and the information you provide will be used solely for research purposes. Only the researchers will have access to the data, and results will be reported in aggregate form to ensure that no individual can be identified.

PART I - Level of School Head's Leadership Styles

Instructions: In each statement given, you will be asked to indicate the extent to which you agree with by putting a check (□) in the choices given. Please refer to the 4-point Likert Scale below:

4 - Very High

3 - High

2 - Low

1 - Very Low

A. Distributed				
Statements	**1**	**2**	**3**	**4**
My School Head…				
1. Collaborates teachers to perform duties for highest performance.				

2. Teams up teachers for school policies and reminded to obey it.				
3. Builds teachers' capacity for improvement.				
4. Works together for a task to avoid any possible rework.				
5. Empowers teachers to impart their expertise to colleagues.				
6. Generates more opportunities for change.				
7. Provides and distributed leadership opportunities.				
8. Distributes and communicated clear expectations.				
9. Shares the responsibility and authorityfor school improvement.				
10. Collectively works with teachers towards positive relationship.				
B. Transactional				
Statements	**1**	**2**	**3**	**4**
My School Head…				
1. Rewards teachers who follow rules and regulations to complete the objectives on time.				
2. Coaches teachers and negotiates their demands.				
3. Recognizes teachers who achieve optimal job performance.				
4. Talks to every teacher when a teacher commits mistakes.				
5. Intervenes when teacher performance expectations are not met.				
6. Motivates teachers based on a system of rewards and incentives				
7. Earns contingent rewards and perks if they reach their goal.				
8. Helps teachers when they unintentionally commit mistakes.				
9. Actively shows appreciation of teachers who do their jobs better than expected.				
10. Gives teachers the chance to choose between good or right without any directive.				
C. Laissez-Faire				
Statements	**1**	**2**	**3**	**4**
My School Head…				
1. Gives teachers the freedom to make decisions.				
2. Takes a hands-off approach to leadership.				
3. Does not fail to take necessary actions.				
4. Leaves decisions to be made by teachers.				
5. Allows the subordinates solved their own problem alone.				
6. Does not interfere in the decisions made by the subordinates.				
7. Delegates power to teachers.				
8. Provides the teachers with the necessary resources.				
9. Allows non-enforcement of school rules and regulations.				
10. Delegates most tasks and responsibilities to teachers.				
D. Democratic				
Statements	**1**	**2**	**3**	**4**
1. Encourages teachers to participate in decision-making by sharing their opinions.				
2. Solicits teacher's opinion for the success of the school projects and activities.				

3. Encourages open conversation with teachers to set goals, evaluate own performance and motivate them to be productive.				
4. Shares leadership role with the teachers.				
5. Treats all the teachers with equality.				
6. Respects teachers' opinions in decision making.				
7. Involves teachers in solving non-emergency administrative problems which do not require urgent solution.				
8. Allows teachers to vote over a presented issue and, thereafter, the decisions are made.				
9. Facilitates collective responsibility and consultative decision making with teachers.				
10. Makes teachers feel valued and heard.				
E. Servant				
Statements	**1**	**2**	**3**	**4**
1. Serves their team and organization first.				
2. Cares about teachers when they face challenges.				
3. Sacrifices on some occasions to help teachers.				
4. Shows humility in dealing with teachers.				
5. Prioritizes serving the greater good.				
6. Prioritizes the growth, well-being, and empowerment of teachers.				
7. Makes personal connections with all teachers.				
8. Helps solve administrative problems with teachers.				
9. Manages teachers before their own personal ambitions.				
10. Leads by example and invested in the growth of their team.				
F. Transformational				
Statements	**1**	**2**	**3**	**4**
1. Encourages and inspires teachers to innovate and develop new ways to grow and improve the path for future success.				
2. Maintains the highest standards of honesty and integrity.				
3. Attends conferences, meetings, training and workshop schedules.				
4. Communicates in proper manner or charismatic.				
5. Displays behavior as example or role model in the school.				
6. Gives time and efforts to complete reports and deadlines.				
7. Trusts teachers the independence to make decisions and support new problem solving approaches.				
8. Encourages to develop and search for innovative ideas for teaching.				
9. Develops a strong sense of cohesion and team spirit teachers.				
10. Motivates teachers to get the highest performance.				

Sources: Intud and Ferenal (2025). Leadership Styles and Competencies of School Heads in the Division of Cagayan De Oro City

PART II - Level of School Head's Management Competencies

Instructions: In each statement given, you will be asked to indicate the extent to which you agree with by putting a check (□) in the choices given. Please refer to the 4-point Likert Scale below:

4 - Very High

3 - High

2 - Low

1 - Very Low

A. School Leadership				
Statements	**1**	**2**	**3**	**4**
1. Demonstrate co-ownership of and personal responses to identified issues consistent with the school's vision and mission.				
2. Involve internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives.				
3. Align goals and objectives with the school vision and mission.				
4. Communicate the school VMGO clearly.				
5. Explain the school vision to the general public.				
6. Revisit and ensure that school activities are aligned with the school VMGO.				
7. Establish E-BEIS/SIS and baseline data of all performance indicators.				
8. Involve all internal and external stakeholders in developing SIP/AIP.				
9. Utilize data, e.g, E-BEIS/SIS, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP.				
10. Align the SIP/AIP with national, regional and local education policies and thrusts.				
11. Communicate effectively SIP/AIP to internal and external stakeholders.				
12. Resolve problems at the school level.				
13. Assist teachers and students to understand problems and identify possible solutions.				
14. Analyze cause/s of problems critically and objectively.				
15. Address the causes of the problem rather than the symptoms.				
16. Explore several approaches in handling problems.				
17. Demonstrate a proactive approach to problem solving.				
18. Involve stakeholders in meetings and deliberations for decision making				
19. Set high expectations and challenging goals.				
20. Provide opportunities for growth and development of members as team players.				
21. Define roles and functions of each committee.				
22. Monitor and evaluate accomplishment of different committees/teams.				
23. Give feedback on the team's performance using performance – based assessment tool				

24. Establish a system for rewards and benefits for teachers and staff				
25. Collaborate with concerned staff on the planning and implementation of programs and projects				
11. Enrich curricular offerings based on local needs.				
12. Manage curriculum innovation and enrichment with the use of technology.				
13. Organize teams to champion instructional innovation programs toward curricular responsiveness.				
14. Prepare and implement an instructional supervisory plan.				
15. Conduct Instructional Supervision using appropriate strategy.				
16. Evaluate lesson plans as well as classroom and learning management.				
17. Provide in a collegial manner timely, accurate and specific feedback to teachers regarding their performance.				
18. Provide expert technical assistance and instructional support to teachers.				
B. Creating a Student-Centered Learning Climate				
Statements	**1**	**2**	**3**	**4**
1. Benchmark school performance.				
2. Establish and model high social and academic expectations for all.				
3. Create an engaging learning environment.				
4. Participate in the management of learner behavior within the school and other school related activities done outside the school.				
5. Support learners' desire to pursue further learning.				
6. Recognize high performing learners and teachers and supportive parents and other stakeholders.				
7. Create and sustain a safe, orderly, nurturing and healthy environment.				
8. Provide environment that promotes use of technology among learners and teachers.				
C. Human Resources Management and Professional Development				
Statements				
1. Build a community of learners among teachers.				
2. Assess and analyze the needs and interests of teachers and other school personnel.				
3. Ensure that the School Plan for Professional Development (SPPD) emerges from the Individual Plan for Professional				
Development (IPPD) and other identified needs of school personnel included in the SIP/AIP.				
4. Integrate the SPPD in the SIP/AIP.				
5. Mentor and coach employees and facilitate the induction of new ones .				
6. Recognize potentials of staff and provide opportunities for professional development.				

7. Ensure that the objectives of the school development plan are supported with resources for training and development programs.				
8. Prepare, implement, and monitor school-based INSET for all teaching staff based on IPPDs and the SPPD.				
9. Monitor and evaluate school-based INSETs.				
10. Utilize the basic qualification standards and adhere to pertinent policies in recruiting and hiring teachers / staff.				
11. Create and train School Selection and Promotion Committee and train its members.				
12. Recommend better ways and means to improve recruitment, hiring and performance appraisal of teachers.				
13. Assign teachers and other personnel to their area of competence.				
14. Assist teachers and staff in setting and resetting performance goals.				
15. Monitor and evaluate performance of teaching and non- teaching personnel vis-a-vis targets.				
16. Delegate specific tasks to help manage the performance of teaching and non-teaching personnel.				
17. Coach deputized staff as needed on managing performance.				
18. Create a functional school-based performance appraisal committee.				
19. Assist and monitor the development of IPPD of each teacher.				
D. Parents' Involvement and Community Partnership				
Statements	**1**	**2**	**3**	**4**
1. Establish school and family partnerships that promote students' peak performance.				
2. Organize programs that involve parents and other school stakeholders to promote learning.				
3. Conduct dialogues, for training of teachers, learners and parents on the welfare and improves performance of learners.				
4. Promote the image of the school through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.				
5. Conduct dialogues and meetings with multi-stakeholders in crafting programs and projects.				
6. Participate actively in community affairs.				
7. Establish sustainable linkages/partnership with other sectors, agencies and NGOs through.				
E. School Management and Operations				
Statements	**1**	**2**	**3**	**4**
1. Manage the implementation, monitoring and review of the SIP/AIP and other action plans.				
2. Establish and maintain specific programs to meet needs of identified target groups.				
3. Take the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert/s.				
4. Allocate/prioritize funds for improvement and maintenance of school physical facilities and equipment.				

5. Oversee school operations and care and use of school facilities according to set guidelines.				
6. Institutionalize best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment.				
7. Assign/ hire appropriate support personnel to manage school operations.				
8. Prepare a financial management plan.				
9. Develop a school budget which is consistent with SIP/AIP.				
10. Generate and mobilize financial resources.				
11. Manage school resources in accordance with DepEd policies and accounting and auditing rules.				
12. and regulations and other pertinent Guidelines.				
13. Accept donations, gifts, bequests and grants in accordance with RA 9155.				
14. Organize a procurement committee and ensures that the official procurement process is followed.				
15. Utilize funds for approved school programs and projects as reflected in SIP/AIP.				
16. Monitor utilization, recording and reporting of funds.				
17. Account for school fund.				
18. Prepare financial reports and submit/ communicate the same to higher education authorities and other education partners.				
19. Apply Information Technology (IT) plans for online communication.				
20. Use IT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system).				
21. Use IT to access Teacher Support Materials (TSM), Learning support Materials (LSM) and assessment tools in accordance with the guidelines.				
22. Share with other school heads the school's experience in the use of new technology.				
F. Personal and Professional Attributes and Interpersonal Effectiveness				
Statements	**1**	**2**	**3**	**4**
1. Manifest genuine enthusiasm and pride in the nobility of the teaching profession.				
2. Observe and demonstrate desirable personal and professional (RA 6713 & Code of Ethics RA 7836) behaviors like respect, honesty, dedication, patriotism and genuine concern for others at all times.				
3. Maintain harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders.				
4. Endorse appointments, promotions and transfers on the bases of merit and needs in the interest of the service.				
5. Maintain good reputation with respect to financial matters such as the settlement of debts, loans and other financial affairs.				
6. Communicate effectively to staff and other stakeholders in both oral and written forms.				
7. Listen to stakeholders' needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context.				

8. Interact appropriately with a variety of audiences.				
9. Demonstrate ability to empathize with others.				
10. Observe Award System and a system of assistance for teachers staff to sustain integrity, honesty and fairness in all school practices.				
11. Demonstrate integrity, honesty and fairness in all his/her dealings and transactions.				
12. Make individuals accountable for their actions.				

Sources: Espiritu (2024). Leadership and Management Competencies of Public Elementary School Heads: Basis for Capacity Development Program

Part III: Level of Teacher's Job Satisfaction

Instructions: In each statement given, you will be asked to indicate the extent to which you agree with by putting a check (□) in the choices given. Please refer to the 4-point Likert Scale below:

4 - Very High

3 - High

2 - Low

1 - Very Low

A. Supervision				
Statements	**1**	**2**	**3**	**4**
1. My school principal gives me assistance when I need help.				
2. My school principal praises good teaching.				
3. My school principal provides assistance for improving instruction.				
4. I receive recognition from my immediate head.				
5. My immediate head backs me up.				
6. My school principal explains what is expected of me.				
7. My school principal is willing to listen to suggestions.				
8. My school principal treats everyone equally.				
9. My school principal makes me feel comfortable.				
10. My school principal notices when I teach a good lesson.				
11. My school principal offers suggestions to improve my teaching.				
12. My school principal makes available of the material I need to do my best.				
13. My school principal does not turn one teacher against another.				
14. I receive too many meaningful instructions from my immediate head.				
B. Working Conditions				
Statements	**1**	**2**	**3**	**4**
1. Working conditions in my school are good.				
2. Working conditions in my school are comfortable.				
3. Physical surroundings in my school are pleasant.				
4. The school administration clearly defines its policies.				

5. The school administration communicates its policies well.				
6. Working conditions in my school could not be worst.				
7. Working conditions in my school can be improved.				