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The effect of school leaders' management towards teachers' satisfaction: a quantitative analysis

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Abstract. This study aimed to determine the extent of school leaders' management in terms of its instructional coaching, management of resources and implementation of professional development, and its significant effect toward satisfaction among secondary school teachers under the selected three public secondary schools in Tawi-Tawi Province through descriptive-quantitative research design. Also, research problems were responded by teachers which were selected randomly. Along with this study, findings revealed that the school leaders were able to served their managerial functions such as instructional coaching, management of resources and implementation of professional development with the overall mean of 2.82 and this lead into the significant effect towards teachers' satisfaction with the p-value of 0.00 supported with an r-value of 0.91 interpreted as strongly correlated which implies that the extent of school leaders' services in management significantly contributes towards teachers' satisfaction. In line with this findings, further recommends that the promotion of school leaders' practices pertaining on their leadership management to prolong and maintain teachers' satisfaction, consider teachers' welfare, suggestions and recommendation in schools' planning and management, develop a policy that allow teachers to evaluate the quality of services rendered by school leaders and meeting its indicators to sustain teachers' welfare that contributes general consensus of the school.

Keywords. School Leaders' Management; teachers' Satisfaction; Tawi-Tawi Province; Secondary School Teachers

Introduction

A school heads serves as a leader who render administrative services particularly on instructional coaching & mentoring, management of resources, and promoting professional development as part of the educational leadership services addressed to the school, stakeholders, teachers, parents and students' needs. moreover, school leaders are expected to build and strengthen communication and relationship with their sub-ordinates, solves school issues, and ensures the high quality standard of educational services that they can render to support the sustainability of school's progress which is a component of the philippine professional standards for school heads (ppssh) as

their guiding principles to render their administrative services (department of education, 2020,4-7).

In addition, teachers of the schools are expected to benefit from the administrative and managerial responsibilities that the school leaders render in order to maintain the sustainability of teachers' working performance which will be the component part for school heads for the attainment of national educational sector's goal. a good school heads' practices in administrative and managerial responsibility provides significant effects towards teachers' working performance and attain their satisfaction brought by the administrative services catered.

Furthermore, different school leaders have various ways for them to cater managerial functions that makes teachers satisfied and maintain the sustainability of their job performance. also, the school leaders' way of rendering their managerial functions will be associated with their professional standards which may have a better influence to the teachers' workability.

Along with this, the study aimed to figure out the extent of school leaders' management in terms of instructional coaching & mentoring, management of resources, and implementation of professional development. furthermore, it sought to look into the significant effects towards teachers' satisfaction.

The outcome of this study recommends promotion and strengthen practices pertaining on the administrative services rendered by the school leaders. furthermore, it may serve as a basis to develop an intervention to address the challenges observed by the teachers along with the administrative services rendered. this study will be conducted only to the four secondary schools of tawi-tawi province for the academic year 2023-2024.

Research problems

This study ventured on the extent of management rendered by school leaders divisionwide for the academic year 2022-2023, and its significant effect towards teachers' satisfaction.

Specifically, it sought to figure out the following:

1. What is the extent of school leaders' management offered to teachers in terms of:
 - a. Instructional Coaching & Mentoring
 - b. Management of Resources
 - c. Implementation of Professional Development?
2. What is the level of teachers' satisfaction of the school head's administrative services in terms of:
 - a. instructional coaching & mentoring
 - b. management of resources
 - c. Implementation of Professional Development?
3. Does the school leaders' management significantly affects teachers' satisfaction?

Scope and limitations of the study

This study focused on the extent of management in terms of instructional coaching & mentoring; management of resources; and implementation of professional development rendered by school leaders which anchors from the given domains prescribed by the Philippine Professional Standards for School Heads (PPSSH) as stipulated in the Department of Education (2020, 4-7)

through DO. 24 series of 2020. With this, the study sought for the significant effects of each managerial component of school leaders' management to the teachers' job performance and to look into the significant relationship between teachers' satisfaction. In addition, this study utilized all teachers with IPCRF rating across all professional level, and their departmental team assigned to share their insights regarding on the extent of management rendered by school leaders and their satisfaction as well. However, this study is delimited to the newly hired teachers with no IPCRF rating. Furthermore, this study will be covered to the selected secondary schools divisionwide under Tawi-Tawi Province, Philippines for the academic year 2022-2023.

Methods

Research Design

This study employed the descriptive-quantitative research design whereas, descriptive is appropriate for this study in order to figure out the extent of school leaders' management and its teachers' satisfaction. Moreover, quantitative research method was also appropriate particularly on correlational approach that was employed for this study to find out the significant effect of school leaders' management towards teachers' satisfaction.

Respondents of The Study

Table 1

Number of Teachers According to its Schools

POSITION	POPULATION	PERCENTAGE	SAMPLES
SCHOOL A	17	18.68%	14
SCHOOL B	53	58.24%	43
SCHOOL C	21	23.07%	17
TOTAL: 91		100.00%	74

The table 1 shows the population of the study in which, there are 91 total number of teachers who were in service for the academic year 2022-2023 across their professional level. Samples were extracted from the entire population through stratified slovin's formula, and based on the computed samples, there were 74 number of teachers across all professional level who represented as a respondents to answer the problems for this study.

Sampling Procedure

This study employed simple-random sampling technique whereas, the teachers across any professional level, and departmental team were selected randomly to answer the given instrument. It employed fishbowl technique in which, the codenames of the respondent were picked-up one at a time from the container until it reaches into the computed number of samples. Those codenames picked up from the container were selected as a respondents to answer the given instrument. However, the selection of respondents delimits only to those teachers who don't have yet IPCRF rating.

Research Instrument

The researcher for this study decided to utilize the survey questionnaire as an instrument to gather respondents' data regarding their responses in their school leaders' management and their satisfaction towards it. Furthermore, this instrument was developed through a "Researcher-Made Survey Questionnaire" in which, the statements initiated by the researcher suited to the given descriptive problems. In addition, there were two parts of instrument for this study. The first part is the respondents' demographic profile which entails the respondents' name (as optional), departmental team assigned, and their professional level designated. On the other hand, the second part of this study were the statements which describes the school leaders' management. Each sub-variable such as instructional coaching & mentoring, management of resources and implementation of professional development have its designated table with 5 statements equally distributed. Statement was answered through a 4 point likert scale. Under school leaders' management to test, 4 point was the highest which manifested that the school leaders were able to serve the specific indicator that describes their managerial function beyond the respondents' expectation while 1 point is the lowest score which manifested that, the school leaders did not serve the particular managerial functions at all. Under teachers' satisfaction to measure, 4 point was the highest which implies that the teachers' were highly satisfied regarding on the school leaders' management beyond expectation. In contrast, 1 point was the lowers which implies that the teachers were not satisfied regarding on the managerial functions rendered by their school leaders.

Afterwhich, the instrument was been subjected for validity test in which, the crafted instrument was submitted to the research evaluator of the school for recommendation and suggestions regarding on the consistency of the statement that anchors to the variables used of this study, as well as, the ethical consideration was considered for validity test. Since the instrument was approved, instrument was converted into google survey form as a medium to distribute the instrument to the respondents since the COVID 19 safety protocols was strictly observed that prohibits researchers to have a physical interaction with the respondents.

Data Gathering Procedures

The researcher of this study decided that, as the approval school heads of the selected secondary schools which intends to gather data from their teachers. It directed to the master teachers to inform them regarding on the researchers intention in gathering the data with their teachers. After this approval, researchers proceeded to the teachers and informed them the intention of data gathering, the way how instrument should be responded, and, ensured their consent. Then, researchers provided a google survey link which was utilized for respondents to respond the instrument. Once they were done with the google survey link, their responses were automatically sent back to the researchers and were employed for statistical treatment and analysis of data.

Statistical Treatment of Data

The researchers aimed to find out the extent of school leaders' management and its significant effect towards teachers' satisfaction through descriptive-inferential statistics to generate the result that manifests on the answers for the cited problems.

Arithmetic Mean. It is a descriptive statistics that was used to describe the extent of school leaders' management and teachers' satisfaction.

Pearson Rho' Product Moment of Correlation. This Inferential statistics through correlational approach was appropriate to identify the significant effect of school leaders' management towards teachers' satisfaction.

Data analysis

Problem no. 1. What is the extent of school leaders' management offered to teachers?

Table 4. School Leaders' Management

STATEMENT	MEAN	DESCRIPTION
The teacher...		
assist teachers to prepare reports such as LDM, IMP, etc.	2.94	Served
coach teachers to improve teaching performance during Class Observation (CO).	2.97	Served
provides feedback for the teachers' job performance.	2.97	Served
provide deserving rewards for the teachers' <u>job</u> accomplishment.	2.69	Served
offers career programs to the teachers to improve their job performance.	2.73	Served
OVERALL MEAN	2.86	SERVED

Legend: 1.00-1.75=Not Served; 1.76-2.50= Less Likely Served; 2.51-3.25=Served; 3.26-4.00=Highly Served

Table 4 shows the result for "school leaders' management" in terms of instructional coaching & mentoring, management of resources, and implementation of professional development. The computed overall mean of $\bar{x}=2.82$ with the range from 2.76 to 2.86 described as "served" implies that, the school leaders were able to render their managerial functions towards the teachers' needs in terms of instructional coaching and mentoring, management of resources, and implementation of professional development. However, it does not extend to go beyond from the teachers' expectations.

Table 4.1. School Leaders' Management in terms of Instructional Coaching and Mentoring

STATEMENT	MEAN	DESCRIPTION
The teacher...		
assist teachers to prepare reports such as LDM, IMP, etc.	2.94	Served
coach teachers to improve teaching performance during Class Observation (CO).	2.97	Served
provides feedback for the teachers' job performance.	2.97	Served
provide deserving rewards for the teachers' job accomplishment.	2.69	Served
offers career programs to the teachers to improve their job performance.	2.73	Served
OVERALL MEAN	2.86	SERVED

Legend: 1.00-1.75=Not Very Served; 1.76-2.50= Less Likely Served; 2.51-3.25=Served; 3.26-4.00=Highly Served

Table 4.1 illustrated the result for “*instructional coaching & mentoring*” as part of the management rendered by the school leaders. The computed overall mean of $x=2.86$ with the range from 2.69-2.97 described as “*Served*” which further claimed that, the school head was able to assist teachers to prepare their reports such as LDM, IMP, and others’ students’ monitoring report; coached teachers to improve teaching performance for the preparation of teachers’ Class Observation (CO); provided feedback for their job performance; provided a deserving reward for the time that teachers were able to accomplish their job tasks; lastly, school head was able to offer career programs that improve teachers’ job performance. However, it does not exceed to go beyond from the teachers’ expectations.

Among the given practices associated with instructional coaching & mentoring catered by school head, the statements “*Coached teachers to improve teaching performance for their Class Observation*”, and “*Provides feedback for the teachers’ job performance*” sought the highest computed mean of $x=2.97$, described as “*served*”, which affirmed that, those mentioned services were able to be consistently practiced and catered by the school head which ensured the teachers’ teaching and job performance by means of coaching on them, as well as, the school head was able to provide feedback to the teachers for them to be informed regarding their strengths that the teachers need to maintain, and their weaknesses that need to addressed. Those mentioned services were almost obviously seened by the teachers as a respondents for this study. As supported by Buckner (2019, 2333) affirmed that, the school heads plays their significant role in leading and serving towards the teachers’ in terms of curriculum instruction and supervision to establish the assurance of the quality of educational services that were successfully executed by the teachers towards the students’ academic needs. Hence, the school leaders were able to serve towards the teachers needs by means of coaching teachers their class observation, and providing teachers with feedback towards their job performance that manifests on the improvement in the delivery of quality of learning services towards the students’ academic needs.

In contrast, “*provide deserving rewards for the teachers’ job accomplishment*” attained the least computed mean of $x=2.69$ which described as “*served*” which implies that, the teachers were seldomly provided by rewards for the teachers’ job accomplishment which could serve as an awareness of teachers’ job progress that reflects on the performance rendered by them. Although,

rewards were somehow provided towards the teachers' job accomplishments, there were times that some teachers were less likely provided with the rewards that they desire, as compared to the other group of teachers. Supporting, Meador (2019) studied that, school heads are expected to recognize teachers for the job accomplishments that they exerted to accomplish. Moreover, being consistent in recognizing teachers for the accomplishment that they had done which could serve as a remarks for their positive, satisfactory, and good practices that the teachers that was able to achieved. In line with this, the cited literature supports that, school head have to ensure the equal provision of rewards to all teachers for their job accomplishment, achievement and a good practices that they rendered. It suggests also that rewards serves as a factor to motivate teachers to maintain good job practices, pursue their teaching career and professionalism.

Table 4.2. School Leaders' Management in terms of Management of Resources

STATEMENT	MEAN	DESCRIPTION
The teacher is...		
able to organize school data.	2.85	Served
provides financial support for the <u>teachers'</u> needs.	2.53	Served
ensures the material resources are provided for the teachers' needs.	2.81	Served
have a staff provided to assist teachers for the conduct of program.	2.69	Served
ensures the school safety is maintained.	2.94	Served
OVERALL MEAN	2.76	SERVED

Legend: 1.00-1.75=Not Very Served; 1.76-2.50= Less Likely Served; 2.51-3.25=Served; 3.26-4.00=Highly Served

Table 4.2 illustrated above was the result for "school head's administrative services in terms of management of resources". The computed overall mean of $x=2.76$ with the range from 2.53 to 2.94 affirmed that the school head was able to organize relevant school's data, provide financial support for the teachers' needs, ensured that the material resources was provided towards the teachers' needs, have human resource or staff to assist teachers for the conduct of program, and ensured safety of school.

Among the given services associated with managing of resources, only the statement of "ensures the school safety is maintained" got the highest computed mean of $x=2.94$ described as "served" which confirmed that the school head was able to translate his safety plan into actual practice by promoting school safety which benefited teachers and students. In relation to this, the Health & Safety Executive (2022) stressed the significance in establishing safe and healthy environment of the school to promote safe and health wellness of them that contributes job performance and involvement. Successful implementation of school's safety derived from a good planning, policies, and programs that sustains school's safety.

Table 4.3. School Leaders' Management in terms of Implementation of Professional Development

STATEMENT	MEAN	DESCRIPTION
The teacher is...		
provides the technical assistance for me to upgrade my professional level (promotion) that I deserved.	2.82	Served
recognizes my accomplishment which helps for future promotion.	2.78	Served
encourages us to undergo graduate school studies.	3.08	Served
ensures the relevance of seminars/trainings/workshop that is suitable to my needs.	2.92	Served
monitors my career growth.	2.63	Served
OVERALL MEAN	2.85	SERVED

Legend: 1.00-1.75=Not Very Served; 1.76-2.50= Less Likely Served; 2.51-3.25=Served; 3.26-4.00=Highly Served

The table 4.3 illustrates the “*school head’s administrative services in terms of establishing professional growth towards teachers’ needs*”. It computed an overall mean of $x=2.85$ with the range from 2.63 to 3.08 described as “*Served*”. It manifests that the school head was able to provide technical assistance to upgrade teachers’ professional level; recognized teachers’ accomplishment that aids for their promotion; encouraged teachers to undergo graduate studies; implemented the relevant seminars, trainings and workshops that were suitable to the teachers’ needs; and lastly, the school head was able to monitor teachers’ career growth.

Among the given services associated with promotion of professional growth of teachers, the statement “*encourages us to undergo graduate studies*” garnered the highest computed mean of $x=3.08$ described as “*served*” which affirmed that, the school head was able to influence and encourage teachers for their career programs that was offered by the graduate schools derived from State Universities and Colleges (SUC’s) that motivates teachers to undergo advance academic studies as an indicator to upgrade teachers’ professional growth, standards, and competence which manifests on their career development and improvement of their job performance. In line with this, it was supported by Emporia State University (2021) viewed that, one of the functions of school heads in performing administrative services is to look for the different opportunities as a way to ensure the sustainability of schools’ holistic progression. Along with this study, the school leaders were able to look at the programs offered by the graduate school as an opportunity to upgrade his teachers’ professional and career growth that manifests on the improvement of human resources which serves as a factor to ensure teachers’s holistic progress.

However, the statement “*recognizes my accomplishment which helps for future promotion*” garnered the least computed mean of $x=2.78$ described as “*served*” which manifests that school head was able to recognize teachers’ effort and accomplishment which serves as their remarks to acknowledge them for their further promotion. Yet, there were some teachers who were less likely to be recognized or given significance for the efforts that they exerted as a means of their contribution towards the schools’ needs, and to uplift their professional standards. In line with

this, some teachers from their written statement suggests that, school head have to look for other teachers for their achievements and accomplishments that needs further remarks to acknowledge them as part of their contribution towards the school’s needs, and to uplift their professional standards. In line with this, Meador (2019) suggested that, school heads have to establish positive relationship with the teachers as a way in performing their leadership to upgrade teachers’ professional and career growth. Along with establishing relationship towards the teachers, school leaders have to acknowledge, and reward all teachers for the accomplishment and effort that they exerted to support the quality of educational services that they offered for the school, and have to assist them to uplift their professional standards as well.

Problem no. 2. What is the level of teachers’ satisfaction in terms of school head?

Table 5. Teachers’ Satisfaction of School Leaders’ Management

TEACHERS’ SATISFACTION	MEAN	DESCRIPTION
Instructional coaching and mentoring	2.84	Satisfied
Management of Resources	2.76	Satisfied
Implementation of Professional Development	2.86	Satisfied
GRAND MEAN	2.82	SATISFIED

Legend: 1.00-1.75=Not Yet Satisfied; 1.76-2.50= Less Likely Satisfied; 2.51-3.25=Satisfied; 3.26-4.00=Highly Satisfied

Table 5 shows the result of “teachers’ satisfaction regarding on the school head’s administrative services” garnered the grand mean of $x=2.82$ with the range from 2.76 to 2.86 described as “Satisfied” which implies that the teachers were satisfied regarding with the administrative services catered by the school head in terms of instructional coaching & mentoring, management of resources, and establishing teachers’ professional growth, which further implies also that the school head was able to met teachers’ expectation that manifest their satisfaction of school head’ administrative services towards the teachers’ needs. However, it does not exceed to go beyond the teachers’ expectation.

Table 5.1. Teachers’ Satisfaction in terms of Instructional Coaching and Mentoring Rendered by School Leaders’ Management

STATEMENT	MEAN	DESCRIPTION
I am contented with my school head for...		
the relevance in coaching and mentoring to improve teachers’ preparation of instructional report.	2.84	Satisfied
efficiency in providing feedback to improve teachers’ job performance.	2.82	Satisfied
respect in providing feedback.	2.86	Satisfied
initiative in maintaining teachers’ instructional improvement.	2.89	Satisfied
empathy to understand teachers for the challenges met.	2.81	Satisfied
OVERALL MEAN	2.84	SATISFIED

Legend: 1.00-1.75=Not Yet Satisfied; 1.76-2.50= Less Likely Satisfied; 2.51-3.25=Satisfied; 3.26-4.00=Highly Satisfied

Table 5.1 shows the result of “*teachers satisfaction in terms of instructional coaching & mentoring*” rendered by school leaders. The computed mean score of 2.84 described as “*satisfied*”, shows that teachers were satisfied towards their school head’s coaching and mentoring services. Furthermore, it manifest that the teachers’ were satisfied regarding with the school leaders in observing with the relevance of coaching and mentoring on how to improve teachers in preparing their instructional reports; efficiency in providing feedback to improve job performance; respecting in providing feedback; initiativity in improving teachers’ instructional improvement; lastly, the teachers were satisfied also in displaying empathy to understand teachers regarding on the challenges that they were met. All of those significant services rendered by the school head satisfies teachers’ needs and expectations.

Among the given services offered by the school leaders, the statement “*initiative in maintaining teachers’ instructional improvement*” got the highest computed mean of $x=2.89$ described as “*satisfied*” which further implies that the teachers’ were satisfied regarding on how the school leaders displays the initiative to ensure the progression of teachers in improving the quality of their instructions. It also supports that the school leaders were able to lead, and influence teachers to upgrade teachers’ instructional practices which suited to what was in the trend of teaching practices. Supportively, Kelly (2019) affirmed that those school heads who were able to satisfy teachers by providing teachers’ support promotes job sustainability on the part of teachers that manifests on the attainment of school goals. In relation to this given study, the school leaders was able to displays the initiative as part of their leadership serves as a support and reinforce teachers to sustain teaching and job performance that manifests also on their satisfaction from the school head in rendering the initiative to upgrade teachers’ instructional practices.

However, the statement “*empathy to understand teachers regarding on the challenges that they met*” got the least computed mean of $x=2.81$ described as “*satisfied*”, which further implies that the teachers’ were also satisfied with the way how the school leaders shows empathy of the teachers’ difficulties and challenges that they

met, especially during the pandemic which significantly affected teachers in rendering their job services towards the school.

Table 5.2. Teachers’ Satisfaction in terms of Management of Resources Rendered By School Leaders’ Management

STATEMENT	MEAN	DESCRIPTION
I am contented with my school head for... relevance in providing the necessary resources that anchors to the teachers’ needs.	2.82	Satisfied
efficiency in providing the teachers’ needs.	2.76	Satisfied
ensuring the exact quantity of teachers’ needs.	2.72	Satisfied
Initiative to provide the teachers’ needs.	2.78	Satisfied
empathy to understand the teachers’ needs.	2.73	Satisfied
OVERALL MEAN	2.76	SATISFIED

Legend: 1.00-1.75=Not Satisfied; 1.76-2.50= Less Likely Satisfied; 2.51-3.25=Satisfied; 3.26-4.00=Highly Satisfied

Table 5.2 shows the result for the “*teachers’ satisfaction in managing of resources*” rendered by the school leaders. The computed overall mean of $x=2.76$ with the range from 2.72 to 2.82 described as “*Satisfied*” pertaining that teachers were satisfied towards school head’s managing of school’s resources.

Specifically, the school leaders were able to observe the relevance in providing the necessary resources that anchors to their needs; being efficient in providing the their needs; ensures the exact quantity of needs provided; displays initiative to provide the teachers’ needs; and lastly, in showing empathy to understand the teachers’ needs that supports the satisfaction from the school head in managing of resources.

Among of the given services rendered by the school leaders in managing of resources, the statement “*relevance in providing the necessary resources that anchors to the teachers’ needs*” got the highest computed mean of $x=2.82$ described as “*satisfied*” affirmed that the teachers were satisfied regarding on the relevance of necessary resources that the school head was able to provide that supports teachers’ job practices. It was supported that the resources offered by the school leaders almost matches to what the teachers’ needs to reinforce them to sustain their job practices. In relation to this, the Edunote (2017) confirmed that the leaders who were able to study, analyze, and controlling individuals or groups’ demands satisfies them which leads into their contentment that sustains job practices. Furthermore, the school leaders were able to identify what was the teachers’ needs as part of their organizational plan, and resources was able to provide to them which anchors to what the teachers’ expected them to benefit. In line with this, the teacher satisfies regarding on the relevance of resources that the school head was able to provide to them. With that, identified teachers’ needs serve as an idea for school head to provide tangible resources that anchors to the teachers’ expectations in order to reinforce them for the smooth job services that the teachers’ worked on. In line with this, the Edunote (2017) supports that school heads have to study, and analyze sub-ordinates’ needs which serve as an inputs for their operational and organizational plan, so that the school heads will be able to provide necessary resources that satisfies teachers’ demands

in order to maintain the sustainability of teachers' job services, when necessary needs will meet by them.

Table 5.3. Teachers' Satisfaction in terms of Implementation of Professional Development

STATEMENT	MEAN	DESCRIPTION
I am contented with my school head for...		
relevance in providing feedback for the teachers' professional growth.	2.79	Satisfied
encouragement for the teachers' professional growth.	2.91	Satisfied
respect on the teachers' choice for professional growth.	2.89	Satisfied
initiative to boost teachers' professional growth.	2.85	Satisfied
empathy to understand the level of teachers' professional growth.	2.85	Satisfied
OVERALL MEAN	2.86	SATISFIED

Legend: 1.00-1.75=Not Yet Satisfied; 1.76-2.50= Less Likely Satisfied; 2.51-3.25=Satisfied; 3.26-4.00=Highly Satisfied

The table 5.3 shows the result for the “*teachers' satisfaction in establishing professional growth*” which was rendered by the school leaders. The computed overall mean of $x=2.86$ with the range from 2.89 to 2.91 described as “*satisfied*” which implies that the teachers were satisfied in a professional growth interventions offered by school leaders. Particularly, the school leaders was able to observe the relevance in providing feedback for the teachers' professional growth; encouragement for the teachers' professional growth; respect on the teachers' choice for professional growth; initiative to boost teachers' professional growth; and lastly, the teachers were also satisfied with the school head in showing empathy to understand the level of teachers' professional growth.

Among the given services rendered by school head in terms of establishing teachers' professional growth, the statement “*encouragement for the teachers' professional growth*” garnered the highest mean of $x=2.91$ described as “*satisfied*” which further implies that teachers were satisfied with the way how the school leaders encourage and influence teachers to upgrade the teachers' professional standards, competence, and development. Moreover, the school head was able to display initiativity to promote the professional growth on the part of teachers to ensure the significant progress of their professional growth as time goes by. As well as, the school head ensures to have various programs to encourage teachers to venture on, such as career programs, graduate school's academic programs, technical skills enhancement, seminars, trainings and workshops, which the school head was able to encourage teachers to venture with those programs mentioned. With that, teachers have a plenty of ideas of what programs needs to venture on which serve as a reinforcement for teachers to ensure the quality of job services that the teachers' rendered. All those factors and significant services reflects on the impact that satisfies teachers for their professional growth that the school head was able to established and influence teachers. In relation to this, Meador (2019) affirmed that sub-ordinates' satisfaction could also be the outcome of the way how leaders establish relationship with them that supports on their organizational's agenda. Specifically in being the initiator in providing guidance, technical assistance, and standing as a mentor that

promotes sub-ordinates’ professional growth. In line with this study, the school head was able establish relationship with the teachers with the way how to guide, assist and stand as a mentor that encourage teachers to venture on the different opportunities that upgrades professional growth on them.

In contrast, the statement “*relevance in providing feedback for the teachers’ professional growth*” garnered the least computed mean of $\bar{x}=2.79$ described as “*satisfied*” which further manifests that teachers were satisfied with the accuracy and relevance of constructive feedback given to the teachers’ job performance. Supportedly, Kelly (2019) suggested that the school heads have to be an effective listeners for them to acquire the queries and concerns of teachers which will serve as a basis to provide the appropriate support, guidance, and intervening with a various issues rises.

In relation to this study, the school leaders have to be updated with the issues and challenges met by the teachers in order to draw an intervention plan to address the identifies issues and challenges, which serve as an indicator to promote an involvement of all teachers to venture on the different programs that sustains their professional growth.

Problem no. 3. Does the extent of school leaders’ management significantly affects teachers’ satisfaction?

Table 7. Significant Effect of School Leaders’ Management towards Teachers’ Satisfaction

SCHOOL LEADERS’ MANAGEMENT	TEACHERS’ JOB SATISFACTION	R-VALUE	P-VALUE	DECISION	INTERPRETATION
Instructional Coaching and Mentoring		0.866			
Management of Resources		0.795			
Implementation of Professional Development		0.842	0.000	Significant	Strongly Correlated
TOTAL		0.917			
Alpha Level: $\alpha=0.05$					

The table 7 shows the result to test the “*significant relationship between the school leaders’ management in terms of instructional coaching & mentoring, management of resources, and implementation of professional development, and teachers’ satisfaction*” which garnered an r-value ranges from 0.795 to 0.866 with the total computed r-value of $r=0.917$ interpreted as “*strongly correlated*”, also, the p-value of 0.000 which was lesser than the alpha level of 0.05 affirmed as “*significant*”. Based on the findings revealed, the null hypothesis statement of “*no significant effect of school leaders’ management towards teachers’ satisfaction*” was rejected. Since the r-value and p-value coincides to each other that leads into the findings mentioned, it pertains that there was a significant effect of school leaders’ management towards teachers’ satisfaction which further implies that the instructional coaching and mentoring, management of resources, and implementation of professional development which were part of school leaders’ management were pointed out as a factor that satisfies teachers’ demands regarding on the way how school head’s served for them.

In this findings revealed, it leads into conclusions that the teachers of the school were satisfied with the school leaders’ management that they rendered to them. It reflects also that there

was a leadership incorporated with the administrative services that the school leaders were able to promote. Moreover, services rendered by school leaders particularly on establishing the relevance, efficiency, sense of respect, initiative, and empathy that school head were able to incorporate towards the instructional coaching & mentoring; management of resources; and establishing professional development met teachers' satisfaction. Along with this findings revealed, Whang (2021) supported that the leaders who were able to satisfies sub-ordinates with the administrative services rendered reflects a sense of leadership and professionalism that the leaders was able to incorporate along with their administrative services that they rendered that leads into the teachers' satisfaction. To conclude, the school head was able to satisfies teachers regarding on the administrative services that they rendered to benefit them.

Conclusions

1. The school leaders was able to render their managerial functions in terms of instructional coaching & mentoring, management of resources, and implementation of professional development.
2. The teachers were satisfied in the administrative services rendered by school head in terms of instructional coaching & mentoring, management of resources, and promoting implementation of professional development.
3. The extent of school leaders' management significantly contributes teachers' satisfaction.

Recommendation

1. The divisional education agency may promote and strengthen school leaders' practices pertaining on their managerial functions rendered to prolong and maintain teachers' satisfaction. Furthermore, they may consider teachers' welfare, suggestions and recommendations to upgrade the administrative services rendered by the school leaders. Also, they may develop a policy that allow teachers to evaluate the practices, and quality of administrative services rendered by the school leaders, and to mandate school leaders for meeting with all teachers' satisfaction in the managerial functions that they rendered.
2. The school heads may consider and involve all teachers in the school's strategic and operational planning. Also, they may gather responses from the teachers regarding on the extent of satisfaction towards their managerial functions rendered. Furthermore, they may develop an intervention to address the challenges observed by teachers along with the managerial functions that they rendered.
 1. May establish positive communication and relationship to all the teachers across the entire school.
 2. May prioritize the quality of instruction by focusing on the relevant instructions suited to the needs, and capability of teachers' level of competence.
 3. May reward teachers for their job practices and accomplishments that they will be able to achieve.
 4. May provide and ensure equal opportunity and involvement of all teachers for career program development.

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