

## Supervisory approaches and practices of school heads, job satisfaction and work performance of teachers

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### Abstract

The study determined the supervisory approaches and practices of school heads, the level of job satisfaction and work performance of teachers in the Division of Leyte, Philippines during school year 2017-2018. It employed a mixed research designs of both quantitative and qualitative approaches with 180 school heads and 1,080 teachers through multi-stage sampling in the five areas of the Division. A focus group discussion (FGD) was also utilized to selected school heads and teachers based on established inclusion criteria. The findings revealed that school heads use non-directive approach. School heads always dispense their supervisory functions to teachers. The teachers are generally satisfied with their job and have very satisfactory level of work performance. The school heads' supervisory approaches and extent of supervisory practices did not relate with the job satisfaction and work performance of teachers. In conclusion, the school heads supervisory approaches and practices have no bearing on teachers' work performance and on the teachers' job satisfaction. It is recommended that school heads utilize the non-directive approach to strengthen the relationship among school stakeholders, widen their supervisory practices and assist their teachers in carrying out programs and projects. They need to develop strategies and techniques to enhance teaching and student learning, establish healthy working environment and rivet on maintaining facilitative atmosphere for teachers, and involve their teachers in the planning, organizing, communicating, implementing programs and projects beneficial to the entire school stakeholders.

**Keywords:** Supervisory approaches, practices, job satisfaction, work performance, school heads

### 1.0 Introduction

An an administrator, whether a supervisor, a principal, a head teacher, or a teacher-in charge, one performs certain functions that make the educational system effective and efficient. Among these important functions are to provide guidelines in the formulation of educational policies and programs and in the construction of curricula; to give direction towards which all educational efforts should be exerted; to provide theories and hypotheses in education which may be tested for

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their effectiveness and efficiency; and to provide norms or standards for evaluation purposes (Calderon, 1998).

School heads should emphasize the value of having an effective and efficient supervisory approaches to attain certain goals and objectives of their schools. One is the directive approach which is a “*thoughtful, systematic-like approach, based on a careful collection of data*”. This approach indicates that the school head possesses more knowledge with regard to teaching, that he/she makes decisions more effectively than the teachers under his/her supervision, that he/she always seeks to improve the instruction and learning processes (Rettig, 2000).

Another supervisory approach is the collaborative approach. In this approach, the school head and the teacher proactively contribute to any plan of action for best results and outcomes. The end result of the supervisory process is a mutually agreed contract by both parties and is implemented with co-interest as to accountability and responsibility (Rettig, 2000).

The third and last supervisory approach is the nondirective approach where the school heads just act as a “*sounding board*”. Administrators do not reveal nor give inputs, validate correctness of the answers, stimulate knowledge without giving any judgment and promote teachers’ explanations of their positions (Sullivan and Glanz, 2005). Supervisors may observe without intervening or scrutinizing and allow the teacher to initiate self-assessment (Rettig, 2000).

Moreover, school heads should have the necessary supervisory practices and beliefs in educational management and continuously supervise and guide teachers and students to improve the teaching and learning situation (Fernandez and Abocejo, 2014). They must possess the highest degree of administrative and supervisory ability to include among others the effectiveness in evaluating the performance of their subordinates (Karasel, Kaşot and 2018).

Buchanan (as cited in Usop, Kadtong and Usop, 2013) explained that job satisfaction is a dynamic and multi-dimensional concept which can evoke various interpretation to varied individuals. Job satisfaction is generally correlated with motivation, although it is not clear about the essence of this association. Satisfaction is distinct from motivation. “*Job satisfaction is more an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative.*”

Rao and Kumar (as cited in Chamundeswari, 2013) emphasized that teachers’ job success primarily relies on the attributes of the Teacher based on knowledge, sense of obligation, and curiosity. Other characteristics such as learning opportunities and academic performance, the teaching factors like layout of lessons and communication, learning aspects such as engagement and performance, and classroom atmosphere and climate, organization and leadership were also noted.

The authors argue that efforts and best intentions of school heads in their tasks will result to an improved, just, prudent, and clear direction in supervision yielding better outcomes to benefit teachers, learners and school heads themselves. This will serve as a guide to all school heads to be more aware of the influence of their approaches and practices to the “*teachers’ level of job satisfaction and work performance*” and their administrative and supervisory functions for the enhancement of instruction, faculty development and attainment of quality basic education.

### 1.1 Study objectives

The study determined the supervisory approaches and practices of school heads and their relationship to job satisfaction and work performance of teachers in the Division of Leyte during school year 2017-2018. Specifically, the study examined the (1) prevailing supervisory approaches of the school heads, (2) extent of school heads supervisory practice along direct support, assistance

to teachers and structured learning opportunities, (3) level of teachers' job satisfaction according to security, salary, work environment, supervision/administration, organizational policies and practices, (4) level of teachers' work performance based on pre-determined key result areas (KRAs) of the "*teaching-learning process, pupils' outcomes*", school and "*community involvement*", professional growth and development, plus factor, (5) relationship between the school heads' supervisory approaches and practices with the "*teachers' job satisfaction and work performance*". The study tested the null hypothesis of no statistical association between supervisory approaches, practices of school heads and the teachers' level of job satisfaction and work performance.

## 2.0 Literature Review

Section 17 of Batas Pambansa 232 states: "*every school administrator should perform his/her duties to the school by discharging responsibilities in accordance with the philosophy, goals, and objectives of the school*". The school heads are held responsible in the management of schools assigned to them where they are expected to build and ensure a safe working atmosphere supportive to fostering and maintaining academic freedom and successful teaching-learning experiences (Mulford, 2003).

Progressivism posits that no universal and constant features are there in every sound educational program because of different environments, different social realities, different stages of cultural development and different needs in every epoch. Education is not universally the same for everyone; education is life; learning is related to the child/learner's interests; and learning is through problem solving (Aquino, 1999).

Aquino (1999) explained that perennialism in education should be the same for everyone; education's task is to "*import knowledge of eternal truth; education is a preparation for life; and students should study the great works of literature, philosophy, history and science*". Articulo (2008) expounded that essentialism has to put emphasis on the content of learning and not on the process; the "*initiative in education should lie with the teacher rather than with the pupil; the heart of the educational process is the assimilation of prescribed subject matter; we must teach our students that requires hard work and disciplined attention*"; and retain traditional methods of mental discipline in schools. Ramos (2004) noted that existentialism must hone the "*relation of the individual to the world, the human response to that condition*" and other "*kinds of things, human freedom, choice*", and the "*concreteness and subjectivity of life as lived against abstractions and false objectifications*."

The "*differentiated model of supervision*" has been advocated by Glickman, et al. (as cited in Rettig et al., 2000) indicates a frame of idea which refer to the way where "new faculty, excellent faculty and troubled faculty" are all provided particular attention what suit for their requirements. The study focused on the three approaches, namely: "*directive supervision, collaborative supervision, and nondirective supervision*". These categories allow the school heads to provide varying degrees of advices and for varying degrees of ownership the by the teacher whom they supervise. Following the directive approach, a supervisor-assigned plan is the expected result. The predicted performance in the directive approach is a shared plan, while the effect is a teacher-self-plan under the non-directive approach. Similarly, the non-directive approach offers space for the member teacher to be more self-directed with limited supervision from the school heads.

Administrators should also consider the potentials of their teachers not as threat to them but as assets to the institution (Abocejo and Padua, 2010). Further, the making of an effective

school or educational system depends on them, head teacher, principal, or administrator with their philosophy, beliefs and practices in hand (Idmilao, 2012). Mosadeghrad and Yarmohammadian (as cited in Usop, et al. 2013) emphasized that in the educational climate, job satisfaction is crucial for maintaining and recruiting highly qualified school heads and teachers. Job satisfaction may describe as the affective response by a worker to the job, compared actual and desired results.

There is a tool called, the “*individual performance commitment and review form*” (IPCRF) which is accomplish by the educators following cyclical process from planning, to review and evaluation time (Read and Atinc, 2017). There are four key result areas (KRAs) which comprise the IPCRF for teachers.

Each KRA has corresponding objectives to be attained, timeline, weight/percentage, performance indicators, and ratings. For KRA 1 which is the Teaching and Learning Process includes evidences of quality, daily preparation, classroom atmosphere, construction/use of teaching aids and electronic/indexed instructional materials to make learning more effective. KRA 2: Pupils/Students Outcomes refers to a thorough knowledge and evaluation of accurate pupil/student accomplishment on the following criteria/indicators: Mean Percentage Score (MPS), drop-out rate, non-readers, non-numerates, failure rate, updated school records and reports, and conduct of counseling sessions.

KRA 3: School and Community Involvement includes the conduct of Parent-Teacher Association (PTA) Meetings, attendance on school/district meetings and conferences, conduct of Brigada Eskwela Activities/pentakasi, and participation on civic-oriented activities initiated by any NGOs/GOs and other allied services. KRA 4: Professional Growth and Development will be achieved through attending In-service trainings (INSET) and enrolling/earning units or degree in graduate studies. And a plus factor which is also considered as another KRA may be given to a teacher for certain extra specified accomplishments, e.g. winning coach, resource speaker/trainer, attendance, conduct action research and chairmanship (DepEd Order No. 2, series of 2015).

Bal and de Jong (2007) on the administrative and the supervisory performance of school administrators revealed that teachers were satisfied with the administrative practices of school administrators and also satisfied on their supervisory practices. Javier (as cited in Labareño, 2008) studied the supervisory practices of school department heads as perceived by the teachers and suggested that supervisory officials should study further and seriously attend seminars or trainings to keep them abreast of the newest trends of education and or supervision. However, seminars must not be too often.

Orais’ (as cited in Labareño, 2008) conducted an appraisal of the status of supervision in the public elementary school of the Division of Southern Leyte with special reference to accepted supervisory practices, disclosed that all the efforts of supervision were directed towards the improvement of the total teaching- learning situation. Barrot (as cited in Alcober, 2012) attempted to determine the extent of job satisfaction among employees of the Department of Trade and Industry (DTI), Region VIII and the factors that they consider most important in job satisfaction were determined by ranking. It was revealed that among the four factors affecting job satisfaction that were considered the most important as ranked by the DTI employees were: wages, quality of supervision, advancement or promotion, and achievement in that order. Jahan and Ahmed (2018) investigated “*teachers’ job satisfaction and performance*” in a secondary level setting where their findings exhibited statistical association between job satisfaction and performance in various categories,

### Theoretical and Conceptual Framework

This study is primarily anchored on the Human Relation Theory of Halpin (1966) which states that administrator's behavior predicts the nature of staff relations in an organization of high level-behavior presence harmonious relationships (Scribner, 1967). Harmonious teacher-administrator relationship affects the teaching and learning process in the school and consequently results in effective teaching and effective pupil learning. Specifically, a school administrator's administrative behavior perceived by the teachers as high communication, low separation, high in thrust elicit harmonious staff relationship, effective teaching and consequently lead to pupil learning.

Vroom's Expectancy Theory (1964) was also related to the present study (Parijat and Bagga, 2014). This theory assumes that the persons' behavior at work and their life's goals are correlated in manner not just as simple as envisioned by educators. The theorist further postulated that the "performance of an employee is dependent on the individual attributes like personality, abilities, intelligence, experience and skills". In addition, the theorist posited that people have varying goal setting and could be motivated when they assume that efforts and success are positively associated and go hand in hand.

This study is also anchored on Maslow's Hierarchy of Needs (as cited in McLeod, 2007). Sequenced in ascending order ("lowest to the highest levels"), they are: (1) "physiological needs (hunger, oxygen, thirst"; (2) "safety and security needs (stability, security, order)"; (3) "belongingness and love needs (affection, affiliation, identification)"; (4) "esteem and prestige needs (recognition, self-respect, honor)"; and (5) "self-actualization needs (need for self-fulfillment, need to develop one's potentialities to the fullest)".

To illustrate clearly the operationalization of the study, Figure 1 is presented below illustrating the concept of the present investigation.

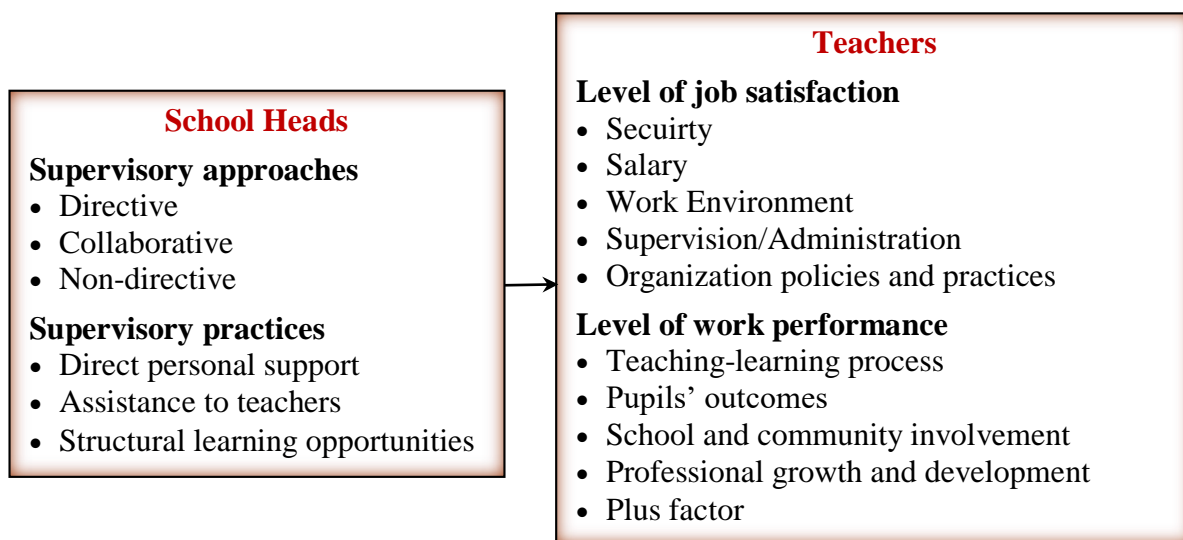


Figure 1. Conceptual framework of the study



### 3.0 Research Methodology

#### 3.1 Research design

This study employed a mixed method of research utilizing both the quantitative and qualitative approaches. For the quantitative approach, it utilized descriptive-correlational research design while for the qualitative approach was carried out through face to face group interviews in the focus group discussion (FGD) among selected school heads.

Descriptive-correlational was used because the design determined if two or more variables were associated with each other and described the behavior or characteristics of a particular population. This method is considered the most appropriate for the researcher's purpose since it ascertained the status of current approaches and supervisory practices of the school heads and their association with the job satisfaction level and work performance level of the teachers.

The qualitative approach was implemented to elicit responses from the respondents that clarified their supervisory approaches, and supervisory practices using Focus Group Discussion (FGD).

#### 3.2 Research respondents

This study involved one hundred eighty (180) school heads and one thousand eighty (1,080) teachers from the five (5) areas of Leyte Division, number of districts and number of schools. The selection of the respondents was through multi-stage sampling. First by area, then district, and finally by school. For every school head, six of his/her teachers were taken as respondents.

#### 3.3 Ethical considerations

Before the conduct of the study, a written permission was sought from DepEd higher authorities in the Division, district and from the respective school-head respondents. There was a voluntary participation from identified study respondents. Informed consent from the respondents was obtained where they affixed their signature affirming that they were not forced nor coerced to participate in the study interviews.

The study purpose was clearly explained to the respondents and only after they gave their full consent that face to face interviews were conducted. Measures were also undertaken so that none of the respondents were, in any way, harmed during the conduct of the study. Full confidentiality of divulged responses was assured and observed. The derived data were treated with utmost confidentiality and were utilized only for the purpose of the study.

#### 3.4 Research instruments

The questionnaire for school heads consisted of three parts. The questionnaire focused on the school heads supervisory approaches (Part II) which had fifteen items by Jersin (1986) and Glickman (1981); and their supervisory practices (Part III) which had forty-four items was adopted from Jones, as cited in Labareño's (2008) study.

The questionnaire for teachers had two parts. The teachers' level of job satisfaction (Part I) which had fifty items was adopted from Yunzal's (2013) study. Part II was on Teachers' Work Performance based on the IPCR for school year 2016-2017. A focus group discussion (FGD) guide questions for thirty (30) identified school heads from the five areas in Leyte Division were also constructed.

### 3.5 Data gathering procedure

The researchers prepared a letter request to the Schools Division Superintendent, District Supervisors, and to the respondents. Then the researchers personally distributed the instruments to the respondents in order to obtain prompt return of the accomplished questionnaire and asked help from friends in the different areas to help him facilitate the conduct of the study.

The researchers also asked permission from the respondents to get a copy of their IPCRF rating for school year 2016-2017. All the data gathered were tallied and presented in tables to facilitate the presentation, analysis, and interpretation of data. FGD was used to assess the true philosophy, approaches, and practices of school heads that were not captured by the research instrument and to validate the quantitative answers of the respondents.

### 3.6 Treatment of data

To establish the school heads supervisory approaches, practices, “*teachers’ level of job satisfaction, and work performance*”, frequencies, percentages and means were utilized. To test the significant relationship between the school heads supervisory approaches, and extent of supervisory practices to “*teachers’ level of job satisfaction and work performance*”, the “*Pearson Product Moment of Correlation Coefficient (Pearson r)*” was computed using the SPSS software.

## 4.0 Results and Discussion

### 4.1 Supervisory approaches of school heads

Following the Glickman’s (1998) model, supervisory approaches of school heads were categorized as shown in Table 1. The table shows that from the total population of the school head respondents, majority of them, 96 or 53 percent spent their time using the nondirective approach, 35 or 19 percent of the school heads utilized their time using the directive approach, and only 19 or 10 percent were found eclectic or would adopt a leadership style that varies to fit the situation and the needs of the people concerned. This implies that most school heads in the Division of Leyte utilize non-directive approach which emphasizes that teachers must come up with their own solutions to enhance students’ learning.

**Table 1.** Distribution of school heads by supervisory approaches

<b>Supervisory Approach</b>	<b>Frequency</b>	<b>Percent (%)</b>
Directive	35	19.44
Collaborative	30	16.67
Non-directive	96	53.33
Eclectic	19	10.00
<b>Total</b>	<b>180</b>	<b>100.00</b>

As expressed by the majority of the school heads during the FGD, they feel that teachers should be left on their own to decide for their teaching. They find a non-directive approach as the perfect supervisory approach that can address their emergent flaws/dilemmas about how to supervise their teachers knowing that they have different personalities. With that school heads are there not to intrude but to listen and provide self-awareness and motivation to teachers.

When they were asked what to do when one of their teachers encounter problems in dealing with his/her teaching strategy/style. The school heads gave technical assistance every time their teachers encountered problems while doing their tasks, roles, functions, responsibilities as teachers

towards the successful implementation of quality basic education. This has been supported by another school head when he said:

*“It is the school heads’ duty to conduct conferences and School Learning Action Cell (SLAC) sessions with their teachers to facilitate and be able to address their shortcomings and difficulties that can affect their dealings with the learners and the school’s welfare and development. Teachers should be given equal opportunities to grow and develop professionally.”*

As noted by another school head:

*“Most school heads would want their teachers to attend trainings/seminars, conduct conferences, or conduct School Learning Action Cell (SLAC) in order for them to be provided with necessary technical assistance to solve the problems encountered by themselves. Every time a problem arises that involves teachers and pupils, the school head would promptly find a way to settle the issue at once. For example, when his/her teacher scolding a pupil unnecessary.”*

One respondent said:

*“This scenario would only imply that school heads are being objective with their judgement. Most of them would like to know both sides of the story before giving out their own understanding and judgement of the issue. They always want to work collaboratively with the people around them to avoid monopoly of knowledge.”*

#### 4.2 Extent of supervisory practices of school heads

On direct personal support, the weighted mean of 4.56 reflects an always practiced supervisory approach by school heads. This result may imply that the school heads are sensitive and responsive to the needs of their teachers where they always provide direct personal supports in every way possible.

The resulting weighted was 4.50 reflects that the school head always practiced of providing structured learning opportunities to teachers under their supervision. The result suggests that school heads are often responsive to the demands of their teachers. It was also very evident that school heads level of practice encompassed from seldom to always practices.

**Table 2.** Distribution of school heads by supervisory practices

Supervisory practice	Weighted Mean	Description
Direct personal support	4.56	Always practiced
Structured learning opportunities	4.50	Always practiced
Assistance to teachers	4.25	Always practiced

Ranges for the weighted mean	Description
1.00 - 1.80	Not practiced at all
1.81 - 2.60	Seldom practiced
2.61 - 3.40	Sometimes practiced
3.41 - 4.20	Often practice
4.21 - 5.00	Always practiced



The school heads also practice all the times in providing assistance to their teachers with a resulting weighted mean of 4.25. This confirms that school heads' assistance to their teachers was given due consideration for the successful teaching and learning experiences.

From the conducted FGD, the school head respondents expressed their views on the extent of their supervisory practices along with direct personal support, assistance to teachers, and structured learning opportunities. There were instances during class observation being conducted by a school head, he/she would notice that his/her teachers have difficulties in identifying and obtaining suitable and appropriate resources for a meaningful and quality instruction and probably take immediate response in accordance with their needs.

Most of their answers were in agreement with the above mentioned statement that they will assist their teachers by providing technical assistance and giving them chances to attend trainings to uplift their knowledge and skills not just identifying and obtaining resources for instruction but also other issues and concerns of all the members of the school he/she is assigned. Further, when struggling teachers are planning appropriate learning activities, a school head would tend to look for ways and considerable alternatives to settle their issues and be able to address their weaknesses.

When teachers are having troubles in coming up with plans for appropriate learning activities, majority of the school heads would let their teachers attend enhancement trainings and provision of technical assistance to help them acquire additional and essential knowledge and skills needed to do their functions as classroom teachers and molders of the minds among elementary grade learners. Just like when there are good opportunities coming their way.

All of the participants would give privileges and encouragement to all their teachers to grab good opportunities that knock on their doors at once. This would imply that they support their teachers in everything that would help them improve in their career as classroom teachers and possibly become assets in the education bureaucracy by providing quality basic education through good opportunities that come on their way.

There are school heads that have other supervisory practices in which their leadership personnel can support teachers in increasing and maintaining instructional effectiveness other than those included in the survey questionnaire. There were only four (4) participants who gave inputs on what other supervisory practices in which leadership personnel can support teachers in increasing and maintaining instructional effectiveness.

In terms of their supervisory practices, they do not monopolize the knowledge rather they gave freedom to their teachers in coming up with a sound judgement or acceptable decision making when problems arise. Further, when they were asked about their extent of supervisory practices, they obviously responded that they always practiced their responsibilities and functions as school heads in the aspects of direct personal support, assistance to teachers, and structured learning opportunities. Indeed, school heads have somewhat similar viewpoints on the questions posted during the FGD that greatly affect their roles and functions as educational leaders in their respective schools/ institutions.

### **4.3 Level of teachers' job satisfaction**

It is gleaned from Table 3 that all the five dimensions of job satisfaction yielded a grand mean of 4.22 indicating that teachers were highly satisfied about their job. Of the 707 teacher respondents who answered the survey questionnaire, nearly two-thirds or 65 percent were satisfied while 280 of them or 26 percent were highly satisfied, 94 or 9 percent of teacher respondents were moderately satisfied about their job.

Security of job or security of tenure emerged as the top dimension where the teachers are highly satisfied. This affirms that in seeking employment, every employee’s prime aspiration is to get tenured in the job he/she is in. It ensures that an employee cannot easily be removed from the job item and all the inherent privileges accrued to an employee can be legally availed.

Meanwhile, salary emerged as the lowest job dimension with a weighted mean of only 3.65 indicating just a satisfactory level as rated by the teachers. This shows that salary is less likely considered as a source of total satisfaction as compared with the other job dimension. So that many teachers are willing to accept entry level positions with lowest salary package as long as they get the tenured status of the sought job.

**Table 3.** Level of teachers’ job satisfaction by dimension

Job dimension	Weighted Mean	Description
Security	4.46	Highly satisfied
Organizational policies and practices	4.39	Highly satisfied
Supervision/Administration	4.35	Highly satisfied
Work environment	4.27	Highly satisfied
Salary	3.65	Satisfied
Grand weighted mean and overall description	4.22	Highly Satisfied

Ranges for the weighted mean	Description
1.00 - 1.80	Not satisfied at all
1.81 - 2.60	Slightly satisfied
2.61 - 3.40	Moderately satisfied
3.41 - 4.20	Satisfied
4.21 - 5.00	Highly satisfied

#### 4.4 Work performance of teachers

Table 4 presents the ratings given by teachers on their work performance in all five key result areas with a total 3.77 indicating a very satisfactory performance. It should be noted that the KRAs are based on the IPCR instrument as standard assessment tool used by the DepEd. This clearly implies that teachers often perform well in the five key result areas as factors that measure their work performance and their school heads influence them positively.

**Table 4.** Work performance of teachers by key result area based on IPCR

Key result area (KRA)	Earned points
Teaching-learning process	1.45
Pupils’ outcomes	1.17
School and community involvement	0.45
Professional growth and development	0.47
Plus factor	0.23
<b>Total (Description)</b>	<b>3.77 (Very satisfactory)</b>

Ranges for the weighted mean	Description
1.00 - 1.80	Poor performance
1.81 - 2.60	Fair performance

2.61 - 3.40	Good performance
3.41 - 4.20	Very satisfactory performance
4.21 - 5.00	Outstanding performance

#### 4.5 Relationship between the school heads supervisory approaches and teachers work performance

Analysis of the data revealed that school heads' supervisory approaches did not relate with the teachers work performance in any of the key result areas (Table 5). This indicates the approaches of the school heads has nothing to do on how their teachers perform with respect to the teaching-learning processes, learners' outcome, school community involvement, professional growth and development, and plus factor. Regardless of how the school heads carry out their supervisory function in the school setting, their teachers may perform better or otherwise. Teachers can deliver the key results areas to best performance, or the other way around, independent from the supervisory approached implemented by their school heads, based on the data obtain in the present study.

**Table 5.** Correlations between school heads supervisory approaches and teachers' work performance by key result area

Key Result Area (KRA)	r-value	p-value
Teaching-learning process	0.055 <sup>ns</sup>	0.434
Pupils' outcomes	0.221 <sup>ns</sup>	0.659
School and community involvement	0.106 <sup>ns</sup>	0.550
Professional growth and development	0.128 <sup>ns</sup>	0.546
Plus factor	0.132 <sup>ns</sup>	0.337

#### 4.6 Relationship between the school heads supervisory practices and teachers work performance

It is evident that school heads supervisory practices in the aspect of direct personal support did not correlate with teachers work performance (Table 6). As to planning appropriate learning activities and giving teachers clear directions and preparing for transitions in the classroom, the finding revealed no association of such assistance to teacher's work performance. The same holds true for structured learning opportunities having no relationship with teachers work performance.

**Table 6.** Relationship between school heads supervisory practices and teachers' work performance by KRAs

Supervisory Practice	r-value	p-value
Direct personal support	-0.020 <sup>ns</sup>	0.792
Assistance to teachers	0.126 <sup>ns</sup>	0.092
Structures learning opportunities	0.077 <sup>ns</sup>	0.304

ns – not significant

#### 4.7 Relationship between the school heads supervisory approaches and teachers' job satisfaction

Table 8 revealed that school heads' supervisory approaches are not related to teachers' job satisfaction viewed from the job dimension (Table 7). Apparently, school heads supervisory approaches are not, in anyway association with teachers' job satisfactions.

**Table 7.** Relationship between school heads supervisory approaches and teachers’ job satisfaction by dimension

Job Dimension	x <sup>2</sup> -value	p-value
Security	0.129 <sup>ns</sup>	0.807
Salary	0.069 <sup>ns</sup>	0.950
Work Environment	0.167 <sup>ns</sup>	0.653
Supervision/Administration	0.164 <sup>ns</sup>	0.563
Organizational Policies and Practices	0.130 <sup>ns</sup>	0.801

ns – not significant

#### 4.8 Relationship between the school heads supervisory practices and teachers’ job satisfaction

School heads supervisory practices in the aspect of direct personal support is not related to teachers’ job satisfaction as indicated by the p-value of 0.919 (Table 8). In like manner, the supervisory practices in the aspect of assistance to teachers did not correlate with teachers’ job satisfaction particularly in interpreting and using tests scores from standardized or criterion referenced tests and managing student behavior (discipline) as indicated by the p-value of 0.145.

**Table 89.** Correlations between of school heads supervisory practices and teachers’ job satisfaction

Supervisory practice	r-value	p-value
Direct personal support	0.008 <sup>ns</sup>	0.919
Assistance to teachers	0.109 <sup>ns</sup>	0.145
Structures learning opportunities	0.033 <sup>ns</sup>	0.657

ns – not significant

Moreover, school heads practices with respect to providing program leaders with credibility and expertise and extending planned opportunities to discuss usefulness of information or skills and to share instructional ideas did not correlate with teachers’ job satisfaction. More so, it is clearly evident that school heads supervisory practices in the aspect of structured learning opportunities is not related to teachers’ job satisfaction in general.

## 5.0 Conclusion and Recommendations

From the findings obtained, it is concluded that school heads preferred to use non-directive approach given that that teachers are highly capable in providing solutions/alternatives to their own instructional problems, always dispense their supervisory functions by providing direct personal support and often give assistance to teachers and provide structured learning opportunities.

Teachers are generally highly satisfied with their job as to security, organizational policies and practices, supervision/administration and work environment. They justly satisfied with their job with respect to salary. The school heads supervisory approaches and practices have no bearing on teachers’ work performance in any of the identified key results areas. In like manner, school heads supervisory approaches have no bearing on the teachers’ job satisfaction in any of the identified domains.

Grounded on the finding and conclusion, it is recommended that school heads put premium on diverse but meaningful activities and social interactions of their teachers, engage cooperative learning among stakeholders, utilize the non-directive approach in supervising teachers, learners

thereby strengthen the harmonious relationship among stakeholders. School heads should widen their supervisory practices and concerns to their teachers in carrying out the objectives, activities and other needs within the school system, curriculum planning, in-service education, and in undertaking extended research and evaluation, or teacher development programs. School heads should focus in maintaining facilitative working atmosphere to demonstrate greater appreciation to quality education. School heads should continue to assist their teachers to improve their work performance through sending them to trainings, professional readings and graduate studies.

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