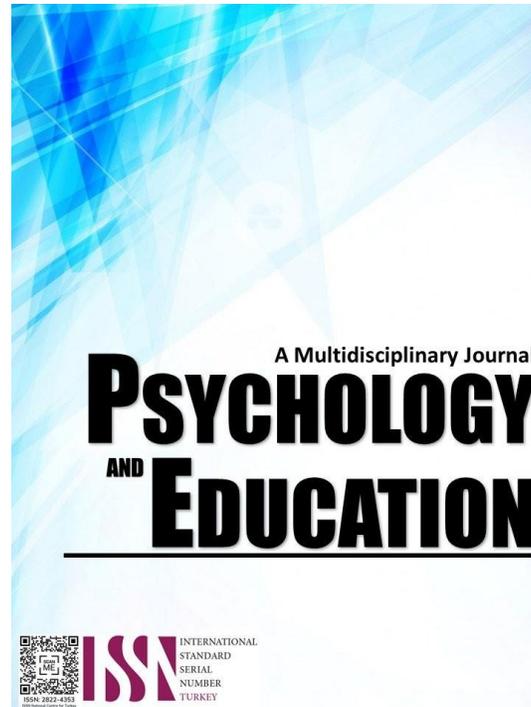


# LEADERSHIP BEHAVIOR AND TEACHERS' SATISFACTION TOWARDS SCHOOL LEADERSHIP



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## Leadership Behavior and Teachers' Satisfaction towards School Leadership

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### Abstract

The study focused on the relationship between school leadership and teacher outcomes, particularly regarding teachers' perceptions of leadership behavior and its impact on their well-being and satisfaction. Anchored in the Transformational Leadership Theory, the research aims to explore how teachers' perception of leadership behavior influences their satisfaction towards school leadership. The study, conducted in a public elementary school in Cagayan de Oro City, involved 85 teachers and utilized the Leader Behavior Scale (LBS) and Teachers' Satisfaction on School Leadership Scale (TSSS) for data collection. The results revealed strengths in certain leadership behaviors of the school head but also identified areas for improvement, such as Performance Orientor, Potential Extractor, and Socially Intelligent aspects of leadership. Despite this, participants expressed high levels of satisfaction with various aspects of school leadership, highlighting the positive impact of effective leadership practices. The study found a positive relationship between perceived leadership behavior and teachers' satisfaction towards school leadership ( $r=0.305$ ,  $p=0.004$ ), emphasizing the importance of aligning leadership behaviors with Transformational Leadership principles. Recommendations include implementing specialized leadership training programs, coaching, mentoring initiatives, and structured feedback mechanisms to enhance the overall effectiveness of the school head's leadership style and create a positive organizational climate within the school community. This research contributes to a better understanding of school leadership dynamics and provides insights for improving organizational dynamics and fostering a positive work environment in educational institutions.

**Keywords:** *leadership behavior, teachers' satisfaction, transformational leadership*

### Introduction

In the realm of educational management, the relationship between school leadership and teacher outcomes has garnered significant attention. One critical aspect of this relationship is how teachers perceive leadership behavior within their school environment and the subsequent impact on their well-being and satisfaction. Understanding teachers' perceptions of leadership behavior is crucial for enhancing organizational dynamics and fostering a positive work environment within educational institutions.

According to the Great Man's Theory of Thomas Carlyle (Spector, 2016), leaders possess certain inherent characteristics that predispose them to leadership roles. It suggests that effective leaders may have a combination of specific traits that contribute to their success, and these traits can be either innate or developed (Benmira & Agboola, 2021). Moreover, it implies that specific leadership traits are inherent, yet it also recognizes the capacity for these qualities to be nurtured and refined through continuous development and experience.

The leadership behavior exhibited by school administrators plays a pivotal role in shaping the experiences and attitudes of teachers. Research has shown that effective leadership practices can contribute to higher levels of teacher well-being, job satisfaction, and overall performance. Conversely, ineffective leadership behavior may lead to disengagement, stress, and dissatisfaction among educators as leaders have a critical role in organizations, especially during times of VUCA (volatile, uncertain, complex, ambiguous) situations (Kok & Van den Heuvel, 2019).

While existing studies have shed light on the impact of leadership behavior, there remains a gap in the literature regarding the specific nuances of teachers' perceptions of leadership behavior and its implications for their overall satisfaction on school leadership demonstrated by their school heads within the educational context. By focusing on the nuanced interactions between leadership behavior and satisfaction, this research seeks to address this gap and contribute to a deeper understanding of the complexities inherent in school leadership dynamics.

This leads to the present research study that aims to delve into the intricate interplay between teachers' perception of leadership behavior and satisfaction towards school leadership. By exploring these dimensions, we seek to uncover valuable insights that can inform leadership practices, promote teacher well-being, and enhance overall school effectiveness.

#### *On Leadership Behavior*

In the work by Dr. Hingar, the concept of leadership is defined as the ongoing capacity to guide individuals towards a specific outcome, necessitating the utilization of authority to shape the behaviors and beliefs of others (Hingar, 2005).

The study conducted by Liebowitz and Porter (2019) provides a comprehensive analysis of how principal behaviors influence various aspects within the educational environment. The systematic review and meta-analysis approach adopted in this study offer valuable insights into the impact of principal leadership on student achievement, teacher performance, and overall school outcomes. By

synthesizing and analyzing existing empirical literature, the researcher contribute to the understanding of the crucial role that principals play in shaping the educational landscape and driving positive outcomes for students, teachers, and schools.

Cansoy (2019) conducted a systematic review on "The Relationship between School Principals' Leadership Behaviours and Teachers' Job Satisfaction," published in *International Education Studies*. The study aimed to explore the intricate connection between school principals' leadership behaviors and teachers' job satisfaction through a comprehensive review of existing literature. By synthesizing research findings and analyzing the relationship between leadership behaviors and job satisfaction, the study provided insights into how principals' actions impact the satisfaction levels of teachers. The research contributes valuable knowledge to the field of education by highlighting the importance of effective leadership practices in fostering a positive work environment and enhancing teachers' job satisfaction.

López-Cabarcos, Vázquez-Rodríguez, and Quiñoá-Piñeiro (2022) conducted a study on "An approach to employees' job performance through work environmental variables and leadership behaviors. The research aimed to explore the impact of work environmental variables and leadership behaviors on employees' job performance. By investigating the relationship between these factors, the study provided insights into how the work environment and leadership practices influence employees' performance in the workplace. The findings of the study contribute valuable knowledge by highlighting the importance of creating a conducive work environment and effective leadership behaviors in enhancing employee job performance.

Özdemir and Öztürk (2020) conducted a study on "Teachers' Self-Efficacy Perceptions in Terms of School Principal's Instructional Leadership Behaviours". The research aimed to examine teachers' self-efficacy perceptions in relation to school principal's instructional leadership behaviors. By exploring the impact of instructional leadership on teachers' self-efficacy, the study provided insights into how principals' leadership practices influence teachers' confidence and beliefs in their ability to perform effectively. The findings of the study contribute to the understanding of the relationship between instructional leadership and teachers' self-efficacy, highlighting the importance of supportive leadership in fostering teachers' confidence and professional growth.

Decuyper and Schaufeli (2020) investigate the relationship between leadership and work engagement, exploring the explanatory mechanisms that mediate this relationship. By delving into the factors that explain how leadership behaviors influence employees' work engagement, the study provided valuable insights into the mechanisms through which effective leadership practices can enhance employee engagement and motivation in the workplace. The findings contribute to the understanding of the complex dynamics between leadership and work engagement, offering implications for organizational management and employee well-being.

Van der Vyver, Kok, and Conley (2020) explores the connection between teachers' professional wellbeing and the leadership behavior of principals in enhancing teacher retention rates. This study delves into the critical link between the support provided by principals through their leadership practices and the impact it has on the job satisfaction and retention of teachers within educational settings. By investigating this relationship, the researchers shed light on the importance of effective leadership strategies in fostering a positive work environment for teachers and ultimately contributing to the retention of quality educators in schools.

## Research Questions

The study was specifically addressing the following research inquiries:

1. What are the predominant leadership behavior exhibited by the school head/principal as perceived by the teachers?
2. What is the level of satisfaction of teachers towards school leadership as demonstrated by their school head?
3. Is there a correlation between leadership behavior and the level of satisfaction of teachers?

## Methodology

### Research Design

This study employed a quantitative research design focusing on investigating the relationship of the Independent Variable (Leadership Behavior) on the Dependent Variable (Teachers' Satisfaction towards School Leadership). It employs correlation analysis to examine the relationship between leadership behavior and teachers' satisfaction.

### Respondents

The respondents for this study consisted of 85 teachers within the identified public elementary school in Cagayan de Oro City who play a vital role in shaping the learning environment and academic outcomes. The selection of respondents will be based on their direct interaction with the school head and their firsthand experience of the leadership behavior demonstrated within the school setting.

### Instruments

In this study, the following research instruments will be utilized to measure key variables related to leadership behavior, teacher subjective wellbeing, and satisfaction towards school leadership:

Leader Behavior Scale (LBS) developed by Asha Hingar (2005). The LBS is a validated instrument designed to assess leadership behavior within educational settings. It includes items that capture dimensions of leadership behavior such as communication style,

decision-making approach, and supportiveness. Teachers will be asked to rate their school head's leadership behavior using the LBS to provide insights into their perceptions of leadership within the school environment. This tool has an acceptable reliability coefficient of .70 Cronbach's alpha.

Teachers' Satisfaction on School Leadership (TSS) was developed by the researchers themselves involved in this study to specifically measure teachers' satisfaction levels related to school leadership within the educational institution under investigation. The development of the TSS involved a rigorous process that included conceptualization, item generation, pilot testing, validation, and refinement to ensure the scale's reliability and validity.

#### *Validity and Reliability*

Validity tests were conducted on the instrument's face and content to determine whether the instrument will be able to elicit and collect the required data for the study, the researchers enlisted the assistance of certain 3 experts. Pilot testing was done in one public school, Talakag, Bukidnon Division. There are 8 males and 22 females, a total of 30 respondents who took the survey tool. Using Cronbach's Alpha, the tool has a reliability coefficient of .89. This indicates that the tool has a good level of internal consistency.

#### **Data Analysis**

The data collected through the surveys administered using the Leader Behavior Scale (LBS), and the Teachers' Satisfaction on School Leadership Scale (TSSS) will undergo comprehensive data analysis to examine the relationships between leadership behavior and satisfaction towards school leadership. The following data analysis steps will be conducted:

Descriptive statistics, such as means, standard deviations, and frequency distributions, will be calculated for key variables, including leadership behavior and satisfaction towards school leadership. This analysis will provide an overview of the data and the central tendencies of the variables.

Correlation analysis will be utilized to examine the relationship between leadership behavior and satisfaction towards school leadership. This analysis aims to establish the degree to which leadership behavior is associated with variations in teacher satisfaction.

Statistical software, such as JASP v.18 will be used to conduct the data analysis procedures. These software tool will facilitate the calculation of statistical tests and correlation analysis to derive meaningful insights from the data.

#### **Ethical Considerations**

The researchers demonstrated a commitment to ethical principles by obtaining informed consent from the participants before conducting the survey. Obtaining informed consent involves providing participants with detailed information about the study, including its purpose, procedures, potential risks, benefits, and their rights as participants. In this case, the researchers properly described the goal of the study and stressed the importance of the participants' cooperation in completing the survey. This transparency is essential as it allows participants to make an informed decision about whether or not to participate.

Furthermore, the researchers also highlighted the participants' right to withdraw from the study at any point. This is a fundamental ethical principle known as the right to withdraw, which ensures that participants have the autonomy to decide if they wish to continue their involvement in the study.

#### **Results and Discussion**

This part provides interpretation of the data that has been collected after the distribution of the survey questionnaire among the participants. The data was presented in a tabular manner in accordance with the defined inquiries.

#### **Problem 1: What are the predominant leadership behavior exhibited by the school head as perceived by the teachers?**

*Table 1. Summary Distribution of Leadership Behavior exhibited by the School Head*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Emotional Stabilizer (ES)	3.86	0.58	High
Team Builder (TB)	3.58	0.47	High
Performance Orientor (PO)	3.30	0.41	Neutral
Potential Extractor (PE)	3.18	0.50	Neutral
Socially Intelligent (SI)	3.11	0.45	Neutral
Value Inculcator (VI)	3.41	0.42	High
<b>Total</b>	<b>3.43</b>	<b>0.25</b>	<b>High</b>

*Legend: 1.00-1.79: Very Low; 1.80-2.59: Low; 2.60-3.39: Neutral; 3.40-4.19: High; 4.20-5.00: Very High*

Table 1 presents a comprehensive analysis of the predominant leadership behaviors demonstrated by the school head as perceived by the teachers. The indicators assessed include Emotional Stabilizer (ES), Team Builder (TB), Performance Orientor (PO), Potential Extractor (PE), Socially Intelligent (SI), and Value Inculcator (VI), each with a corresponding mean score and standard deviation for evaluation.

In terms of Emotional Stabilizer (ES), Team Builder (TB), and Value Inculcator (VI), the school head is notably strong, with mean scores of 3.86, 3.58 and 3.41, respectively, indicating a high level of effectiveness in providing emotional support and fostering teamwork among the school staff. These aspects are crucial for maintaining a positive and cohesive work environment.

Conversely, the school head's performance in Performance Orientor (PO), Potential Extractor (PE), and Socially Intelligent (SI) falls within the "Neutral" range, with mean scores ranging from 3.11 to 3.30. This suggests a need for improvement in areas such as guiding performance, identifying and nurturing potential, demonstrating social intelligence, and instilling core values within the school community.

While the school head demonstrates strength in Emotional Stabilizer, Team Builder behaviors and Value Inculcator, there is a clear opportunity for growth and development in Performance Orientor, Potential Extractor, and Socially Intelligent, aspects of leadership. Addressing these areas of improvement can further enhance the overall effectiveness of the school head's leadership style and positively impact the school community.

### Problem 2: What is the level of satisfaction of teachers towards school leadership as demonstrated by their school head?

Table 2. Summary Distribution of the Participants' Level of Satisfaction towards School Leadership as demonstrated by the School Head

Indicator	Mean	SD	Interpretation
Vision and Goal	3.83	0.49	Very Satisfied
Collaboration	3.90	0.58	Very Satisfied
Innovation	3.96	0.64	Very Satisfied
Leadership	3.97	0.48	Very Satisfied
Valuing Opinions	3.57	0.68	Very Satisfied
Total	3.84	0.16	Very Satisfied

Legend: 1.00-1.74: Very Dissatisfied; 1.75-2.49: Dissatisfied; 2.50-3.24: Satisfied; 3.25-4.00: Very Satisfied

Table 2 presents a comprehensive summary distribution of the participants' Level of Satisfaction towards School Leadership as demonstrated by the School Head, focusing on key indicators such as Vision and Goal, Collaboration, Innovation, Leadership, and Valuing Opinions. The table includes the mean and standard deviation for each indicator, along with an interpretation based on a predefined legend.

The results indicate that participants express a high level of satisfaction across all aspects of School Leadership. Specifically, participants are classified as "Very Satisfied" with the Vision and Goal, Collaboration, Innovation, Leadership, and Valuing Opinions demonstrated by the School Head, as reflected by the mean scores ranging from 3.57 to 3.97. The overall Level of Satisfaction, represented by a total mean score of 3.84, also falls within the "Very Satisfied" category.

These findings suggest that the participants hold a positive perception and high satisfaction levels towards various aspects of School Leadership demonstrated by the School Head, highlighting the effectiveness and positive impact of the leadership practices on the overall satisfaction of the participants within the school community.

### Problem 3: Is there a positive correlation between the leadership behavior and level of satisfaction of teachers?

Table 3. Correlation for Leadership Behavior and Level of Satisfaction of the Participants towards School Leadership demonstrated by the School Head

Variable		LB	LS
1. Leadership Behavior	Pearson's r	—	—
	p-value	—	—
2. Level of Satisfaction	Pearson's r	0.305	**
	p-value	0.004	—

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Table 3 displays the Pearson's correlation coefficients and p-values for examining the relationship between Leadership Behavior (LB) and Level of Satisfaction (LS) of participants towards the School Leadership demonstrated by the School Head. While specific values for the correlation coefficient and p-value are not provided for Leadership Behavior, the analysis reveals notable findings for Level of Satisfaction.

The correlation coefficient between Level of Satisfaction and Leadership Behavior is reported as 0.305, indicating a positive relationship between the two variables. Moreover, the p-value associated with this correlation is 0.004, which is below the threshold of significance at  $p < .01$ . This suggests a statistically significant association between the participants' Level of Satisfaction towards School Leadership and their perceived Leadership Behavior.

In essence, the results imply that there is a meaningful and positive correlation between the perceived Leadership Behavior of the School Head and the Level of Satisfaction expressed by the participants towards the School Leadership. The statistically significant relationship underscores the importance of effective Leadership Behavior in influencing the overall satisfaction levels of individuals

within the school community towards the School Leadership demonstrated by the School Head.

The findings from the correlation analysis between Leadership Behavior and Level of Satisfaction among participants towards School Leadership align with the principles of Transformational Leadership. Transformational Leadership emphasizes inspiring and motivating followers to achieve higher levels of performance and develop a shared vision for the organization. The positive correlation between Leadership Behavior and Level of Satisfaction suggests that when leaders exhibit characteristics associated with Transformational Leadership, such as charisma, inspiration, intellectual stimulation, and individualized consideration, it can lead to increased satisfaction among followers.

According to Bass and Avolio (1994), Transformational Leadership is characterized by four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The results indicating a positive relationship between Leadership Behavior and Level of Satisfaction support the idea that leaders who embody these transformational qualities are likely to foster a positive organizational climate and enhance follower satisfaction.

Moreover, the statistically significant association between Leadership Behavior and Level of Satisfaction underscores the importance of Transformational Leadership in the context of school leadership. By demonstrating behaviors that align with the principles of Transformational Leadership, such as fostering trust, empowering followers, and promoting growth and development, school leaders can create a conducive environment that enhances satisfaction and engagement among participants. This correlation provides empirical support for the effectiveness of Transformational Leadership in promoting positive outcomes within educational settings.

The positive relationship observed suggests that effective leadership behavior influences the satisfaction levels of individuals within the school community. Similarly, the study on transformational leadership and employee voice behavior highlights how transformational leadership positively influences employee voice behavior by fostering positive affect (Wang et al., 2019).

In the context of the mediated model presented in the study by Qalati et al. (2022), transformational leadership is shown to positively influence both organizational citizenship behavior and employee performance. This aligns with the correlation findings that effective leadership behavior correlates positively with the level of satisfaction towards school leadership. Transformational leadership, characterized by inspiration, motivation, and individual consideration, plays a pivotal role in shaping employee behaviors and performance outcomes.

The study by Maisyura, Aisyah, and Ilham (2022) on transformational leadership in organizational transformation can be related to the findings regarding the correlation between Leadership Behavior and Level of Satisfaction towards School Leadership. Both studies highlight the significant impact of leadership styles on employee satisfaction and engagement within the organizational context.

In the context of transformational leadership in organizational transformation, the study likely emphasizes how transformational leaders play a crucial role in driving change, inspiring employees, and fostering a culture of innovation and adaptability within the organization. Transformational leaders are known for their ability to create a compelling vision, empower employees to take ownership of their work, and encourage them to go above and beyond their formal roles.

The findings from the study on transformational leadership in organizational transformation may align with the correlation analysis that showed a positive relationship between Leadership Behavior and Level of Satisfaction towards School Leadership. Effective transformational leadership is likely to lead to higher levels of employee satisfaction, as employees feel motivated, engaged, and supported in their roles under the guidance of transformational leaders.

By drawing parallels between these studies, it becomes evident that leadership behavior, particularly transformational leadership, plays a critical role in influencing employee satisfaction, engagement, and overall organizational performance. Both studies underscore the importance of effective leadership in driving organizational change, fostering a positive work environment, and enhancing employee satisfaction and commitment.

## Conclusions

The findings from the study provide valuable insights into the relationship between Leadership Behavior and Level of Satisfaction towards School Leadership demonstrated by the School Head. The results indicate a positive correlation between perceived Leadership Behavior and the Level of Satisfaction expressed by participants towards School Leadership.

The analysis revealed that the School Head demonstrates strength in certain leadership behaviors such as being an Emotional Stabilizer, Team Builder, and Value Inculcator. However, there are areas for improvement in Performance Orientor, Potential Extractor, and Socially Intelligent aspects of leadership. Addressing these areas of improvement can enhance the overall effectiveness of the School Head's leadership style and positively impact the school community.

Moreover, the participants expressed high levels of satisfaction across various aspects of School Leadership demonstrated by the School Head, including Vision and Goal, Collaboration, Innovation, Leadership, and Valuing Opinions. These findings underscore the positive impact of effective leadership practices on the satisfaction levels of individuals within the school community.

The statistically significant association between Leadership Behavior and Level of Satisfaction highlights the importance of effective

leadership behaviors, particularly those aligned with Transformational Leadership principles. Leaders who exhibit characteristics such as inspiration, motivation, and individualized consideration are likely to foster a positive organizational climate and enhance follower satisfaction.

Based on the findings that highlighted areas of improvement in Performance Orientor, Potential Extractor, and Socially Intelligent aspects of leadership exhibited by the School Head, targeted recommendations are proposed to enhance leadership effectiveness and cultivate a positive organizational climate within the school community. Firstly, specialized leadership training programs should be developed to specifically address the identified areas for improvement, focusing on enhancing skills in Performance Orientor, Potential Extractor, and Socially Intelligent behaviors. These tailored programs can equip the School Head with the necessary competencies to excel in guiding performance, identifying and nurturing potential, and demonstrating social intelligence effectively.

Furthermore, the implementation of coaching and mentoring initiatives can provide personalized guidance and support in developing these critical leadership dimensions. Pairing the School Head with experienced mentors can offer valuable insights and strategies for improvement in Performance Orientor, Potential Extractor, and Socially Intelligent aspects of leadership. Additionally, establishing structured feedback mechanisms that concentrate on these specific areas can provide valuable insights from teachers and staff, highlighting both strengths and opportunities for growth.

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