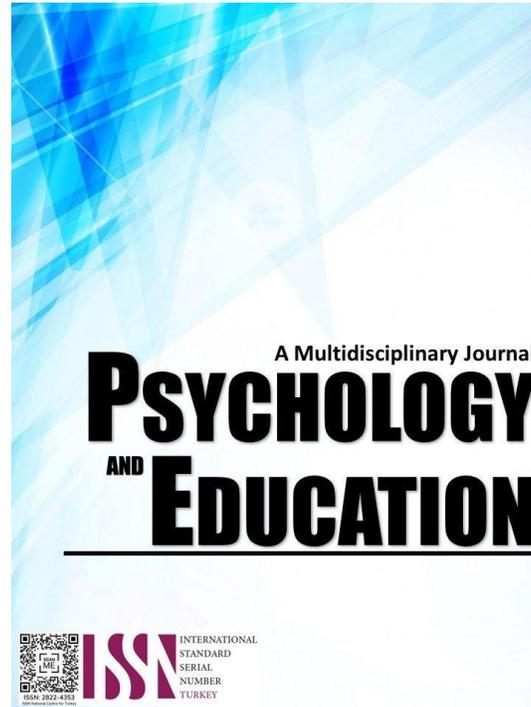


# **SCHOOL HEADS' COMPETENCE AND MANAGEMENT PRACTICES AS PREDICTORS TO THE JOB SATISFACTION OF TEACHERS**



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

Volume: 44

Issue 7

Pages: 840-845

Document ID: 2025PEMJ4298

DOI: 10.70838/pemj.440702

Manuscript Accepted: 07-28-2025

## School Heads' Competence and Management Practices as Predictors to the Job Satisfaction of Teachers

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### Abstract

This study investigated the influence of school heads' competence and management practices on the job satisfaction of public elementary school teachers in Montevista District, Davao de Oro Division. Grounded in the Two-Factor Theory of Motivation by Herzberg and related leadership frameworks, the research was driven by challenges in teacher retention, morale, and instructional leadership. Using a descriptive-correlational design, data were collected from 100 teachers across seven schools through adapted survey questionnaires. Results revealed that school heads demonstrated very high levels of competence, with mean scores of 3.67 for demonstrating strong ethics and 3.58 for authenticity. Management practices were also rated very high overall with a mean of 3.62, led by strategic planning with a mean score of 3.67, followed by people management and innovation both having a mean of 3.59. Teachers reported high levels of job satisfaction, particularly in leadership of school heads with a mean score of 3.56, while work environment scored the lowest with a mean of 3.16, interpreted as high. Correlation analysis showed a moderately significant relationship between school heads' competence and teacher job satisfaction with a  $r$ -value of 0.562 and  $p$ -value of 0.001, while management practices also showed a moderate correlation with an  $r$ -value of 0.590 with a  $p$ -value of  $< 0.001$ . Regression analysis revealed authenticity as the only significant predictor of teacher satisfaction among competence domains, while none of the management domains showed predictive significance. These findings emphasized the importance of authentic leadership in fostering teacher engagement and suggest that leadership approaches may be more effective than isolated management practices.

**Keywords:** *school heads' competence, management practices, teacher job satisfaction, authenticity, instructional leadership, descriptive-correlational research design*

### Introduction

The competence and managerial skills of school heads are determinants of teacher job satisfaction. Competent school leaders who demonstrate strong problem-solving abilities, effective communication, and strategic decision-making foster a positive work environment that enhances teacher morale and motivation. As found by (Chandra et al., 2019), managerial competence, such as supervisor management and interpersonal relationships significantly predicts higher levels of teacher job satisfaction.

In Pakistan, Msigwa et al. (2024) revealed that the conceptual, technical, and interpersonal skills of school heads significantly correlate with teacher performance and satisfaction, with conceptual skills showing the strongest influence. Similarly, in East Jakarta, Indonesia, Ngoho and Pañares (2023) also found that the managerial knowledge of school heads had a direct positive effect on effective school management.

In the Philippines, particularly in Davao de Oro, Proctan and Villocino (2025) found that managerial competence in terms of supervisor management and problem-solving strongly predicts teacher job satisfaction. Their findings highlight the importance of collaboration, recognition, and management resources among school heads. A study by Pahate Helburion (2024) also found that there is a need for competence of school heads in leadership, appraisal systems, recognition, teamwork, and professional development to improve the teacher job satisfaction.

This study is anchored on the Two-Factor Theory of Motivation developed by Herzberg et al. (1959), which posits that job satisfaction and dissatisfaction are influenced by two distinct categories of factors: motivators and hygiene factors. Motivators are intrinsic elements that lead to higher job satisfaction, such as achievement, recognition, and opportunities for personal growth. In contrast, hygiene factors are extrinsic conditions that, while they do not necessarily increase satisfaction, are essential to prevent dissatisfaction. These include salary, working conditions, and organizational policies.

In the context of this study, competence of school heads, particularly in demonstrating strong ethics and authenticity can be classified as motivators. When school leaders exhibit ethical behavior, emotional intelligence, and genuine engagement, they inspire teachers, foster professional growth, and recognize individual contributions.

On the other hand, management practices, including people management, innovation, and strategic planning function as hygiene factors. These practices contribute to the structural and operational stability of the school environment. For instance, effective people management ensures fair treatment and clear communication, while strategic planning provides direction and resource allocation.

While these past studies have identified factors affecting teacher job satisfaction, such as large class sizes, insufficient resources, and the need for competent school leadership, there is limited empirical evidence on how specific school heads' competencies and management practices quantitatively predict teacher job satisfaction. Existing research highlights leadership challenges but lacks a

systematic analysis of how school heads' competence predict teacher job satisfaction. A quantitative approach is helpful in examining these factors which will provide needed data for leadership development and policy improvements, hence, there is a need to conduct the study.

### Research Questions

The purpose of this study is to determine the influence of competence and management practices of school heads on the job satisfaction of teachers. Specifically, this research sought to answer the following questions:

1. What was the level of school heads' competence in terms of:
  - 1.1. demonstrating strong ethics; and
  - 1.2. authenticity?
2. What was the level of school heads' management practices in terms of:
  - 2.1. people management;
  - 2.2. innovation; and
  - 2.3. strategic planning?
3. What was the level of job satisfaction among teachers in terms of:
  - 3.1. compensations and benefits;
  - 3.2. leadership of school head;
  - 3.3. social relationship; and
  - 3.4. work environment?
4. Was there a significant relationship between school heads' competence and teachers' job satisfaction?
5. Was there a significant relationship between school heads' management practices and teachers' job satisfaction?

### Methodology

#### Research Design

In this study, a quantitative descriptive correlational research design was employed to have a systematic collection and analysis of numerical data and identify patterns, relationships, and trends among elementary teachers in the Davao de Oro Division. A descriptive correlational design is a structured approach to examining the relationships between variables through statistical analysis (Paniamogan & Dioso, 2024). This includes methodologies such as descriptive, developmental, experimental, and correlational designs, which are used to explore how variables relate within a population (Mahat et al., 2024).

In connection, a descriptive correlational design is most suitable for this study as it helped examined the relationship between the competence and management practices of school heads and the job satisfaction of teachers. This design identified the influence of management practices and competence of school heads to the job satisfaction of teachers such as teacher placement, salaries, and benefits, without manipulating any variables. This study contributed to the understanding on the influence of school heads' competence and management practices on teachers' job satisfaction in public elementary schools within the Davao de Oro Division.

#### Respondents

The study was conducted in the Montevista District, Davao de Oro Division, and involved respondents from seven public elementary schools: Linoan Elementary School, New Visayas Elementary School, Tapia Elementary School, Montevista Central Elementary School, Dauman Elementary School, San Vicente Integrated School, and Bankerohan Elementary School. A universal sampling technique was employed to select 100 elementary teachers from a total population of 132, ensuring proportional representation across the participating schools. This sampling approach provided a detailed representation of teaching perspectives within the district, allowing for an assessment of how school heads' competence and management practices influence teacher job satisfaction. The inclusion of teachers from different school settings ensured that the findings reflected the findings of data related to the perceptions of elementary teachers across Montevista district.

#### Instrument

The researcher utilized an adapted survey questionnaire to assess the effect of competence and management practices of school heads on the job satisfaction of teachers. To make sure the comprehensive data collection, three sets of survey questionnaires were prepared, focusing on competence, management practices, and job satisfaction. The constructs for competence was adapted from Peralta (2023), management practices from Mendoza (2023), and job satisfaction from Yang (2023). The survey used a four-point Likert Scale, where 4 indicates the highest level of agreement and 1 the lowest, ensuring clear interpretation of the levels of each variable.

#### Procedure

After constructing the survey instrument, its validity was rechecked by seeking approval from the research adviser. The adviser thoroughly reviewed the instrument and had it validated by experts in academic research to ensure that the content was relevant, clear, and appropriate for the study's objectives. The survey then underwent further evaluation by the institution's Review and Ethics

Committee to ensure compliance with ethical research standards and the protection of participant rights. Upon receiving approval from both the panel and the ethics committee, the researcher conducted a pilot test involving 20 teacher respondents from Camansi Elementary School and Banglasan Elementary School within the Montevista District. The pilot test results demonstrated excellent reliability, with Cronbach's Alpha values of 0.998 for competence, 0.986 for management practices, and 0.999 for job satisfaction—indicating a very high level of internal consistency and confirming the instruments' validity and reliability for use in the study.

Following the pilot testing, the researcher sought formal approval from the institution's ethical review committee to ensure that ethical guidelines regarding informed consent, data confidentiality, and voluntary participation were strictly observed. After securing internal approval, the researcher obtained authorization from the Office of the Division of Davao de Oro to conduct the study in the selected public elementary schools. The survey was then administered to the target respondents, who answered questions related to school heads' competence, management practices, and their influence on teacher job satisfaction. Upon completion of data collection, the responses were submitted to a statistician for analysis. The researcher interpreted the results and examined the relationships between the variables.

### Data Analysis

To analyze the quantitative data for this study, the researcher employed a set of statistical tools to examine the relationships between the school head's competence, management practices, and teachers' job satisfaction. The mean was used to determine the average level of respondents' perceptions regarding competence, management practices, and job satisfaction. Multiple Linear Regression Analysis was also used to identify which specific indicators of competence, management practices and teacher job satisfaction. This approach provided a detailed understanding of the predictive relationships among the variables and supported the formulation of evidence-based conclusions.

### Ethical Considerations

The study strictly adhered to ethical principles, including voluntary participation, informed consent, confidentiality, and the safety of all participants. Teacher respondents were fully informed of their rights and were given the freedom to withdraw from the study at any point without penalty. All participants were assured that their responses would be treated with the utmost confidentiality and used solely for research purposes. Data privacy was maintained in accordance with the Data Privacy Act of 2012, ensuring that personal information was securely handled and protected.

Prior to data collection, the researcher obtained approval from the Review and Ethics Committee, as well as from the Division Office of Davao de Oro, to ensure that the study met all ethical and institutional standards. Transparency and accountability were upheld throughout the research process, and all procedures were guided by established ethical protocols to safeguard the integrity of the study and the welfare of its participants.

### Results and Discussion

Table 1. *Level of School Head's Competence*

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Demonstrating Strong Ethics	3.67	Very High
Authenticity	3.58	Very High
Overall	3.63	Very High

Table 1 shows the level of competence among school heads with an overall mean of 3.63, interpreted as very high. The highest mean of 3.67, interpreted as very high, was recorded for the indicator, demonstrating strong ethics. Meanwhile, the lowest mean of 3.58, also interpreted as very high, was observed in the indicator of authenticity. This indicates that school heads are perceived to consistently exhibit high levels of competence, particularly in ethical leadership. This result supports the findings of Cansor et al. (2021), who emphasized that ethical leadership positively influences teacher job satisfaction and fosters an ethical school climate. Ethical school heads promote fairness, transparency, and student-centered decision-making, which enhances trust and morale among teachers. Similarly, Ibrahim et al. (2022) highlighted that strong work ethics among educators contribute to improved teamwork, effective classroom management, and a positive learning environment. These ethical practices not only strengthen professional relationships but also build public trust in the education system, ultimately leading to better educational outcomes.

Table 2. *Level of School Head's Management Practices*

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
People Management	3.59	Very High
Innovation	3.59	Very High
Strategic Planning	3.67	Very High
Overall	3.62	Very High

Presented in table 2 is the level of management practices of school heads with an overall mean of 3.62, interpreted as very high. The highest mean of 3.67, interpreted as very high, was recorded for the indicator of strategic planning while the lowest mean of 3.59, also interpreted as very high, was observed in both people management and innovation. This result supports the findings of Bantilan et al.

(2023), who emphasized that strategic planning is an important component of effective educational leadership. Their study highlighted that school leaders who engage in forward-thinking, goal-setting, and resource alignment foster a more organized and goal-driven school environment.

As noted by Beñalet et al. (2023), strategic management, which includes planning, implementation, and evaluation, contributes to continuous improvement and institutional success. Furthermore, Perez and Banayo (2023) affirmed that people management and innovation are essential for enhancing teacher performance and student outcomes, though their impact may vary depending on how they are implemented. These findings collectively underscore the importance of strategic planning as a cornerstone of effective school leadership.

Table 3. *Summary on the Indicators of Organizational Commitment*

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Compensation and Benefits	3.39	High
Leadership of School Head	3.56	Very High
Social Relationship	3.49	High
Work Environment	3.16	High
Overall	3.40	High

Presented in table 3 is the organizational commitment of teachers with an overall mean of 3.40, interpreted as high. The highest mean of 3.56, interpreted as very high, was recorded for the indicator, Leadership of School Head. Meanwhile, the lowest mean of 3.16, interpreted as high, was observed in the indicator, Work Environment. This indicates that leadership is needed in improving the organizational commitment, while the work environment may further improve teacher satisfaction.

This result supports the findings of Puspitadani et al. (2022), who emphasized that transformational leadership fosters collaboration and innovation, positively influencing teacher performance and school outcomes. Their study highlighted that school heads who inspire, support, and recognize teachers contribute significantly to their commitment and motivation. Similarly, Jentsch et al. (2022) found that a supportive work environment, characterized by strong collegial relationships and administrative backing, enhances teachers' confidence and job satisfaction. These findings suggest that while leadership plays a role for organizational commitment, improving the physical and emotional aspects of the work environment can further strengthen teacher engagement and retention.

Table 4. *Relationship Between School Heads' Competence and Teachers' Job Satisfaction*

<i>Variables</i>	<i>Pearson Correlation (r)</i>	<i>p-value</i>	<i>Interpretation</i>	<i>Decision</i>
Competence Job Satisfaction	0.562	< 0.001	Moderate Correlation	Reject the Null Hypothesis

Table 4 shows the significance of the relationship between school heads' competence and teachers' job satisfaction, with a Pearson correlation coefficient of 0.562 and a p-value of < 0.001. Hence, the researcher rejected the null hypothesis. This result supports the idea of Juhji et al. (2022), who emphasized that competent school leaders enhance teacher morale and motivation through clear direction, emotional support, and recognition. Their meta-analysis revealed that leadership competence is a key factor in fostering a positive school climate and improving teacher performance. On the other hand, Rachmawati and Suyatno (2020) found that the interpersonal and technical competencies of school heads significantly influence teachers' job satisfaction and work commitment. These studies affirm that when school heads demonstrate high levels of competence, it leads to greater teacher engagement, satisfaction, and organizational loyalty.

Table 5. *Domains of School Heads Competence that Predicts the Job Satisfaction of Teachers*

<i>Model</i>	<i>Unstandardized</i>	<i>Standard Error</i>	<i>Standardized</i>	<i>t-value</i>	<i>p-value</i>
1	1.687	0.260		6.481	< .001
Ethics	0.151	0.100	0.188	1.519	0.132
Authenticity	0.325	0.097	0.414	3.342	0.001

Presented in table 5 is the domains of school heads competence that predicts the job satisfaction of teachers domain with an authenticity, having a t-value of 3.342 with a p-value of 0.001, indicating a significant predictive relationship, while ethics showed a t-value of 1.519 with a p-value of 0.132, indicating no significant effect. Hence, the researcher rejected the null hypothesis for authenticity and failed to reject the null hypothesis for ethics.

This result supports the findings of Lutz et al. (2022), who emphasized that authenticity defined as living in alignment with one's values is strongly linked to well-being and satisfaction. Their study showed that authentic leaders foster environments where individuals feel valued and understood which might leads to a greater engagement and motivation. Similarly, Jacobs et al. (2022) found that teacher authenticity improves openness, trust, and genuine communication in the classroom, which contributes to a more supportive and inspiring learning environment. These findings affirm that authenticity in leadership cultivates meaningful relationships and emotional connection, which are needed for sustaining teacher satisfaction and commitment.

Table 6. *Domains of Management Practices that Predict Job Satisfaction*

<i>Model</i>	<i>Unstandardized</i>	<i>Standard Error</i>	<i>Standardized</i>	<i>t-value</i>	<i>p-value</i>
1	1.691	0.240		7.044	< .001
People Management	-0.003	0.193	-0.004	-0.015	0.988
Innovation	0.621	0.394	0.769	1.576	0.118
Strategic Planning	-0.141	0.245	-0.184	-0.574	0.567

Presented in table 6 is the domains of management practices that predict job satisfaction which revealed that none of the domains significantly predicted the job satisfaction of teachers as seen in the indicators such as people management with a p-value of 0.988, innovation with a p-value of 0.118, and strategic planning with a p-value of 0.567, hence, the researcher failed to reject the null hypothesis for all three domains.

## Conclusion

The findings of this study provide valuable insights into the relationship between school heads' competence and management practices and the job satisfaction of teachers. While the domains of management practices, namely: people management, innovation, and strategic planning did not significantly predict teacher satisfaction, while school heads' competence demonstrated a moderately strong positive relationship, with authenticity emerging as the most influential predictor. This underscores the importance of genuine leadership, emotional intelligence, and value-driven behavior in fostering teacher engagement and well-being. In contrast, ethical leadership, though highly rated, did not exhibit significant predictive power, suggesting its influence may be indirect or context-dependent. Similarly, the lack of significant predictive value in management domains indicates that isolated practices may not be sufficient to drive teacher satisfaction, and a more integrated leadership approach may be necessary.

Given these findings, it is recommended that school heads may improve their leadership competence through targeted professional development programs focusing on authenticity, emotional intelligence, and reflective leadership. Teachers may be encouraged to participate in collaborative initiatives and feedback-driven practices to strengthen their professional commitment. Furthermore, the Department of Education may consider revisiting leadership development frameworks to ensure they integrate both ethical and authentic leadership with strategic management practices. Future research may explore additional variables such as school climate, teacher resilience, and leadership style to deepen understanding of the factors that shape teacher satisfaction and inform more responsive educational leadership strategies.

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