

Exploring the Relationship between Management Practiced and Teacher's Work Satisfaction and Commitment

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Abstract

This study dealt to determine the relationship between the school head's management practices and Teacher's Work satisfaction and commitment in Fule Almeda District Division of San Pablo City for the School Year 2022-2023. A total of 130 teacher-respondents were used in the study. Descriptive-Correlational research design was adopted and the statistical tools such as Pearson r, mean and standard deviation were utilized to test the relationship of the independent and dependent variables. The following hypotheses are posited in this study: There is no significant relationship between the school head's managerial role and teachers' work satisfaction and work commitment.

There is no significant relationship between the school head's functional management and teachers' work satisfaction and work commitment.

Having all those findings, this study suggests that school heads should focus on maintaining their management practices in intrapersonal, interpersonal, technical, and leadership skills to ensure success and satisfaction of teachers. Administrative relationship, teacher relationship, policy implementation, and communication should also be maintained and strengthened to ensure high levels of work satisfaction. The school should recognize the high level of affective, normative, and continuance commitment among teachers and provide opportunities to reinforce it further. The study suggests that administrative and teacher relationship, policy implementation, and communication are key indicators of work commitment and satisfaction.

Keywords: school head, functional management, work satisfaction, commitment

1. Introduction

Effective and efficient management is necessary for school organizations. When performing a particular activity correctly, one is being practical; when performing a task accurately, one is being efficient. An organization's vision, mission, and goals through management are accomplished with the efforts of those who move in the same direction to attain a common goal.

Studies show that the role of the school head as an organizational leader and manager can enhance teacher performance by improving work satisfaction and work commitment. In reality, many studies have shown that an institution's leadership technique affects the dedication and work satisfaction of its subordinates (Celdran, 2020; Ridlo et al., 2018; Mahfouz et al., 2019; Mehrad et al., 2014; Top et al., 2015).

Therefore, educational administrators must ensure that their faculty members are content and committed to the school. Studies and research have shown that contented workers are more loyal to their companies (Hoyt, 2012; Gokce, 2013).

Although the importance of teachers' efforts in improving student outcomes is widely acknowledged, it is sometimes forgotten whether they are happy with their working environment (Liang & Akiba, 2017). Meanwhile, there are numerous significant and far-reaching effects of teacher work satisfaction. First, it promotes teacher fulfillment since contented teachers are less likely to experience stress and burnout (Skaalvik & Skaalvik, 2020). Additionally, research suggests that contented teachers are more likely to have happier students (Collie, Shapka, & Perry, 2012).

Additionally, contented teachers offer their students more vital education and learning support (Kunter et al., 2013). Finally, teachers who are happy at their jobs are more dedicated to their work. They are less likely to quit their jobs (Blömeke, Houang, Hsieh, & Wang, 2017), which is crucial in areas with high teacher turnover.

The Republic Act 9155, also known as the Basic Education Act of 2001, declares that school administrators are regarded as the supervisors of the schools. They have to take ownership of and accountability for the overall operations of the schools. According to RA 9155, a school head oversees a school's administrative and educational functions or group of schools. These individuals have the authority to make decisions on school operations after consulting with internal and external stakeholders to improve the learning and teaching environment and to administrate or manage all the school's human, material, and financial resources.

The school administrators are in charge of establishing their institutions' mission, vision, goals, and objectives following the national educational policies, plans, and standards. They are entrusted with fostering a teaching and learning-friendly atmosphere at the school. They are responsible for carrying out the curriculum, setting higher learning objectives, creating an improvement strategy, and developing the school education program.

The researcher's reasoning for considering how school heads' roles, such as management and functional management skills, affect teachers' work satisfaction and performance in the Fule-Almeda District is based on this influence and how the latter rate teacher performance using the Individual Performance Commitment and Review Form. The IPCRF depends on how the school head evaluated teachers during in-

class observations and teacher activities that assess their methods of proving that they performed their duties as teachers correctly.

Therefore, administrators and managers in the educational sector should pay attention to these two indicators. The results of thorough research that examined instructors' performance and work satisfaction in their schools are still unknown. The purpose of this study was to determine whether elementary teachers in the Fule-Almeda District's school head roles have an impact on their performance and work satisfaction.

2. Methodology

The descriptive-correlational investigation design was utilized in this study. The researcher utilized a survey questionnaire as the primary source of gathering data from the teacher-respondents to determine the relationship between the school head's management practices and Teacher's Work satisfaction and commitment in Fule Almeda District. The respondents of the study were 130 public elementary teaching personnel of Fule Almeda District, Division of San Pablo City, School Year 2022-2023. The purposive sampling technique was used for the sample selection.

The study utilized a self-made questionnaire that answers the survey's specific questions. The instrument employed was a two-part survey questionnaire. It is designed to determine the mean perception of teachers on the role of the school heads and teacher performance and work satisfaction.

The first part of the survey questionnaire is intended for the role of the school heads, such as managerial and functional management skills. In contrast, the second part includes the perception of work satisfaction and the teachers' performance.

The study utilized frequency on the demographic profile of the respondents while the weighted mean was applied to determine the teacher's mean perception of teachers in the role of the school head, such as managerial role, management functions, work satisfaction, and work commitment. Standard deviation was employed to determine the dispersion of data with the mean. Pearson r was used to establish the relationship between the teachers' perception of the school head's role in teachers' performance, work satisfaction, and work commitment.

3. Results and Discussion

This chapter includes tables that present the results of the study with corresponding analyses and interpretations.

Table 1. Perceived Managerial Role of School Heads

	Mean	SD	Verbal Interpretation
Intrapersonal	4.51	0.58	Highly Observed
Interpersonal	4.57	0.57	Highly Observed
Technical	4.55	0.60	Highly Observed
Leadership	4.53	0.59	Highly Observed

Legend: 4.50 – 5.00 Highly Observed; 3.50 – 4.49 Observed; 2.50 – 3.49 Moderately Observed; 1.50 – 2.49 Slightly Observed; 1.00 – 1.49 Not Observed

The data presented in Table 1 provides a summary of the perceived managerial role of school heads across four dimensions: Intrapersonal, Interpersonal, Technical, and Leadership. The overall mean scores for each dimension indicate a high level of observation in the perceived managerial role of school heads. The Intrapersonal dimension obtained a mean score of 4.51, the Interpersonal dimension obtained a mean score of 4.57, the Technical dimension obtained a mean score of 4.55, and the Leadership dimension obtained a mean score of 4.53. These scores suggest that school heads are generally perceived as

exhibiting strong qualities across all four dimensions.

Among the dimensions, the highest mean score of 4.57 is observed in the Interpersonal dimension. This indicates that school heads are particularly effective in manifesting good rapport with colleagues, showing genuine responses towards others, advising on personal and professional growth of teachers, fostering effective communication, and building harmonious relationships with the community. These findings underscore the importance of strong interpersonal skills in school leadership, which have been linked to improved teacher collaboration, trust, and overall school climate (Leithwood et al., 2017; Day et al., 2020).

The lowest mean score of 4.51 is observed in the Intrapersonal dimension. Although the score is still highly observed, it suggests that there is relatively less emphasis on the school heads' preferences in Fule Almeda District to work alone, reflect on their performance, and be more inclined towards independent work rather than socializing. This finding may indicate that while school heads are perceived positively in their interpersonal and leadership roles, there could be opportunities for further development in the intrapersonal domain. Foster and Voight (2017) highlight the significance of self-awareness, self-reflection, and self-regulation in effective school leadership.

Accordingly, all dimensions are categorized as "Highly Observed." This implies that the perceived management functions of school heads in Fule Almeda District is consistently acknowledged as strong across the Intrapersonal, Interpersonal, Technical, and Leadership dimensions.

These findings have implications for the professional development and support of school heads. While they are generally perceived positively in their roles, it is important to address areas where improvements can be made. Enhancing intrapersonal skills and self-awareness can contribute to personal growth and improved decision-making. Furthermore, nurturing and further developing the strong interpersonal skills exhibited by school heads can have a positive impact on the overall school climate, teacher collaboration, and community relationships.

Table 2: Perceived Functional Management Skills of School Head

	Mean	SD	Verbal Interpretation
Planning	4.49	0.59	Observed
Organizing	4.52	0.58	Highly Observed
Staffing	4.51	0.59	Highly Observed
Directing	4.51	0.61	Highly Observed
Controlling	4.53	0.58	Highly Observed
Coordinating	4.54	0.58	Highly Observed

Legend: 4.50 – 5.00 Highly Observed; 3.50 – 4.49 Observed; 2.50 – 3.49 Moderately Observed; 1.50 – 2.49 Slightly Observed; 1.00 – 1.49 Not Observed

Table 2 presents data on the perceived functional management skills of school heads, focusing on planning, organizing, staffing, directing, controlling, and coordinating. The overall mean scores for all the functional management skills in Table 13 indicate a high level of observation, suggesting that school heads are generally perceived to possess strong management skills across these domains. Let's delve into each domain individually:

Planning received an overall mean score of 4.49, falling within the "Observed" category. Planning is a crucial aspect of educational leadership, encompassing the process of setting goals, developing strategies, and allocating resources to achieve desired outcomes (Leithwood & Riehl, 2020). While the skill of planning is observed, there may be opportunities for school heads to enhance their planning practices by incorporating evidence-based approaches, involving stakeholders in the planning process, and aligning plans with organizational goals and external requirements (Hallinger & Wang, 2016).

Organizing obtained an overall mean score of 4.52, indicating that it is highly observed.

Organizing refers to the ability to structure and coordinate tasks, resources, and personnel to effectively achieve organizational objectives. High scores in organizing suggest that school heads demonstrate competence in creating systems, allocating responsibilities, and ensuring smooth operations within the school. This aligns with research emphasizing the importance of effective organizational structures and processes in fostering school improvement and student outcomes (Leithwood et al., 2018).

Staffing received an overall mean score of 4.51, indicating that it is highly observed. Staffing encompasses the selection, recruitment, and development of qualified and competent personnel in schools (Blase & Blase, 2018). School heads with high scores in staffing demonstrate the ability to identify and attract highly qualified individuals, employ fair and unbiased selection processes, and support the ongoing professional growth of teachers. Effective staffing practices have been linked to improved teacher quality, student achievement, and overall school performance (Leithwood et al., 2018).

Directing obtained an overall mean score of 4.51, indicating that it is highly observed. Directing refers to the ability of school heads to provide clear instructions, guidance, and motivation to teachers and staff (Blase & Blase, 2018). School heads with high scores in directing demonstrate effective communication, supportive leadership, and the capacity to inspire and engage educators in achieving shared goals. Research suggests that strong instructional leadership, which includes effective directing, is positively associated with teacher effectiveness and student achievement.

Controlling received an overall mean score of 4.53, indicating that it is highly observed. Controlling involves monitoring, evaluating, and taking corrective actions to ensure that plans and processes align with established standards and goals (Bush & Glover, 2014). School heads with high scores in controlling demonstrate the ability to effectively monitor the progress of teachers, provide feedback and support for improvement, and maintain accountability for achieving desired outcomes. Effective controlling practices contribute to improved organizational performance and the implementation of evidence-based practices (Hallinger & Wang, 2016).

Coordinating obtained an overall mean score of 4.54, indicating that it is highly observed. Coordinating involves facilitating collaboration, fostering partnerships, and integrating efforts across stakeholders and departments (Blase & Blase, 2018). School heads with high scores in coordinating exhibit the ability to create a cohesive and collaborative school community, engage parents and stakeholders, and promote professional learning communities. Effective coordination in each school in Fule Almeda District has been associated with increased teacher collaboration, improved instructional practices, and positive school climate (Leithwood et al., 2018).

In conclusion, the findings from Table 2 suggest that school heads in Fule Almeda District demonstrate strong perceived functional management skills across the domains of planning, organizing, staffing, directing, controlling, and coordinating. While the overall mean scores indicate a high level of observation, there may still be opportunities for further development and enhancement of specific skills within each domain.

Table 3: Perceived Work Satisfaction

	Mean	SD	Verbal Interpretation
Administrative Relationship	4.51	0.59	Completely Satisfied
Teacher Relationship	4.56	0.55	Completely Satisfied
Policy Implementation	4.51	0.57	Completely Satisfied
Communication	4.56	0.56	Completely Satisfied

Legend: 4.50 – 5.00 Completely Satisfied; 3.50 – 4.49 Very Satisfied; 2.50 – 3.49 Moderately Satisfied; 1.50 – 2.49

Table 3 provides a summary of perceived work satisfaction across different aspects: administrative relationship, teacher relationship, policy implementation, and communication. The overall mean scores for all four aspects of work satisfaction in Table 18 are quite high, ranging from 4.51 to 4.56, indicating that teachers are completely satisfied in these areas. This indicates that teachers within the Fule-Almeda District perceive

positive experiences and derive satisfaction from their work environment across multiple dimensions.

Regarding administrative relationship, the mean score of 4.51 indicates that teachers are completely satisfied with their interactions and relationships with administrators. Positive relationships between administrators and teachers are crucial for fostering a supportive and collaborative work environment (Hoy & Hoy, 2017). Such relationships contribute to teacher satisfaction, motivation, and ultimately, student achievement.

In terms of teacher relationship, the highest mean score of 4.56 suggests that teachers are completely satisfied with their relationships with colleagues. Positive and supportive relationships among teachers promote collaboration, professional growth, and a sense of belonging within the school community (Brouwer & Korthagen, 2017). These relationships contribute to a positive work environment and enhance teacher satisfaction and well-being.

Policy implementation also received a mean score of 4.51, indicating complete satisfaction among teachers. When teachers perceive that policies are implemented effectively and fairly, it contributes to their satisfaction and confidence in the overall functioning of the school (Moosavi et al., 2019). Teachers' trust in the fairness and transparency of policy implementation supports their commitment to their work and the school community.

Lastly, the aspect of communication received a mean score of 4.56, indicating complete satisfaction. Effective communication is essential in educational settings as it facilitates collaboration, shared understanding, and a sense of connection among teachers (Deutschlander et al., 2019; Hargreaves & Fullan, 2020). The high satisfaction reported in this area suggests that teachers perceive open and supportive communication channels within their school, contributing to their overall satisfaction.

Overall, the findings from Table 3 demonstrate that teachers in Fule-Almeda District report high levels of satisfaction in various aspects of their work, including administrative relationship, teacher relationship, policy implementation, and communication. Positive relationships, effective policies, and open communication contribute to a supportive work environment that enhances teacher satisfaction, well-being, and ultimately, student success.

Table 4: Extent of Teachers' Commitment

Indicators	Mean	Std. Deviation	Verbal Interpretation
Affective	4.54	0.59	Highly Committed
Normative	4.65	0.56	Highly Committed
Continuance	4.61	0.56	Highly Committed

Legend: 4.50 – 5.00 Highly Committed; 3.50 – 4.49 Committed; 2.50 – 3.49 Moderately Committed; 1.50 – 2.49 Slightly Committed; 1.00 – 1.49 Not Committed

Table 4 provides a summary of the extent of teachers' commitment across three dimensions: affective, normative, and continuance in Fule Almeda District. The overall mean score for teachers' commitment in the affective dimension, as indicated in Table 22, is 4.54, signifying a high level of commitment. This suggests that teachers have a strong emotional attachment and positive feelings towards their profession (Allen & Meyer, 2017). Their commitment stems from a sense of enjoyment, satisfaction, and fulfilment derived from their work.

In terms of normative commitment, the overall mean score is 4.65, indicating a high level of commitment. Normative commitment refers to the perceived obligation and moral responsibility that teachers feel towards their profession (Porter, 2017). Teachers with high normative commitment believe in the value and importance of their work, viewing it as a significant contribution to society.

The highest mean score in Table 22 is observed for the normative dimension, suggesting that

teachers have a particularly strong sense of obligation and responsibility towards their profession. This finding is consistent with previous research indicating that normative commitment plays a crucial role in teachers' dedication and persistence (Meyer et al., 2017). Teachers who feel a moral duty to remain committed are more likely to exhibit high levels of engagement and investment in their work.

The overall mean score for teachers' commitment in the continuance dimension is 4.61, again reflecting a high level of commitment. Continuance commitment refers to the perceived costs associated with leaving the teaching profession, such as financial considerations and the lack of alternative employment options (Riketta, 2018). Teachers who exhibit high continuance commitment are motivated by the desire to avoid negative consequences, such as the loss of benefits or financial stability.

In summary, Table 4 reveals that teachers from Fule Almeda District exhibit high levels of commitment across the affective, normative, and continuance dimensions, with overall mean scores ranging from 4.54 to 4.65. Their commitment is driven by emotional attachment, a sense of moral obligation, and awareness of the costs associated with leaving the profession. Understanding the different dimensions of commitment can aid in developing strategies and interventions to enhance teachers' engagement and job satisfaction.

Table 5: Relationship Between Managerial Roles and Work Satisfaction and Work Commitment

variables	Work satisfaction			Work commitment			
	Administrative relationship	Teacher relationship	Policy implementation	communication	affective	normative	continuance
Intrapersonal	0.746**	0.683**	0.753**	0.658**	0.755**	0.525*	0.628**
Interpersonal	0.775**	0.679**	0.779**	0.724**	0.774**	0.566*	0.686**
Technical	0.725**	0.619**	0.731**	0.712**	0.764**	0.573*	0.646**
leadership	0.807**	0.688**	0.823**	0.788**	0.789**	0.646**	0.726**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Legend: 4.21 – 5.00 Very strong relationship

3.41 – 4.20 Strong relationship

2.61 – 3.40 Moderate relationship

1.81 – 2.60 Weak relationship

1.00 – 1.80 Very weak relationship

The table above shows the relationship between managerial roles and work satisfaction and work commitment among teachers. The study found significant positive correlations between the four managerial roles (intrapersonal, interpersonal, technical, and leadership) and work satisfaction and work commitment.

Specifically, the study found that there is a strong positive relationship between administrative relationship, teacher relationship, policy implementation, communication, affective, normative, and continuance indicators of work commitment and work satisfaction. The correlations between these variables range from 0.525 to 0.807, which are all statistically significant at the 0.01 level (2-tailed).

First, Intrapersonal and affective work commitment have a higher correlation coefficient of 0.755. The statement highlights the relationship between intrapersonal ability and the indicator “I have a strong feeling of belongingness in school”. The mean score of 4.59 with a standard deviation of 0.58 indicates a high level of agreement among the respondents towards the statement.

The strong feeling of belongingness in school can be attributed to an individual's ability to regulate their emotions and establish positive relationships with others. This positive association between intrapersonal ability and a strong sense of belongingness can lead to greater levels of motivation, satisfaction, and commitment towards school, work, or any other activity that an individual may engage in.

Second, the correlation coefficient of 0.779 between the interpersonal construct and policy implementation under work satisfaction emphasizes the relationship between interpersonal skills and the indicator “The presence of clear school-based rules and regulations satisfied teachers.” The highest mean

score of 4.52 with a standard deviation of 0.56 indicates that the respondents strongly agree with the statement. Clear school-based rules and regulations provide a sense of structure and stability, and individuals with strong interpersonal skills are better equipped to navigate and implement these policies effectively. This positive association between interpersonal skills and policy implementation can lead to higher levels of satisfaction and commitment among teachers towards their work.

These findings suggest that school heads in Fule-Almeda District can promote higher levels of satisfaction and commitment among teachers by fostering a positive interpersonal environment and providing clear policies and regulations. Additionally, these results can inform training and development programs that focus on improving interpersonal skills, which can lead to more effective policy implementation and greater job satisfaction.

Third, a strong positive correlation coefficient of 0.764 between the technical construct and affective work commitment highlights the relationship between technical ability and the indicator "I have a strong feeling of belongingness in school." The mean score of 4.59 with a standard deviation of 0.58 indicates a high level of agreement among the respondents towards the statement. Technical ability can enhance an individual's sense of competence and mastery in their field, which can contribute to a positive sense of belongingness. This positive association between technical ability and a strong sense of belongingness can lead to greater levels of motivation, satisfaction, and commitment towards school, work, or any other activity that an individual may engage in.

The findings suggest that individuals with a higher level of technical ability are more likely to exhibit positive attitudes towards their work and feel a sense of belongingness. These results have significant implications for organizations and institutions as they can utilize this information to promote positive work attitudes and improve employee or student engagement by fostering a culture of technical mastery and competence.

Lastly, a significant correlation between leadership and policy implementation under work satisfaction indicate that effective leadership is a crucial factor in promoting policy implementation and work satisfaction among employees in any organization or institution. The high correlation coefficient of 0.823 suggests that leadership plays a critical role in promoting policy implementation, which can positively impact work satisfaction among teachers. The presence of clear school-based rules and regulations is an essential indicator of effective policy implementation, and the high mean score of 4.54 and low standard deviation of 0.54 indicate that teachers are highly satisfied with the implementation of rules and regulations within the school.

The positive correlation between leadership and policy implementation under work satisfaction highlights the importance of leadership development programs in promoting effective policy implementation and improving work satisfaction among employees. Leaders who possess strong communication, relationship-building, and policy implementation skills are more likely to establish clear and consistent policies and regulations, which can contribute to higher levels of work satisfaction among employees. Effective leaders also prioritize employee engagement, which is a critical component of work satisfaction. They involve employees in decision-making processes, seek their input, and provide opportunities for professional growth and development, which can positively impact work satisfaction and overall organizational performance.

These findings are consistent with previous studies that have highlighted the importance of managerial roles in promoting work satisfaction and commitment among employees, including teachers (Joo, Lee, & Kim, 2017; Özdemir, 2020). Furthermore, the results of this study suggest that effective communication, policy implementation, and positive relationships with colleagues and supervisors are crucial factors in promoting work satisfaction and commitment among teachers.

In conclusion, the findings of this study have significant implications for school heads and policymakers in Fule-Almeda District, who should focus on developing and implementing effective managerial strategies that promote positive relationships, effective communication, and policy implementation in schools. By doing so, they can enhance work satisfaction and commitment among teachers,

which ultimately contributes to improved student outcomes and overall school performance.

Table 6: Relationship Between Management Functions and Work Satisfaction and Work Commitment

variables	Work satisfaction				Work commitment		
	Administrative relationship	Teacher relationship	Policy implementation	communication	affective	normative	continuance
Planning	0.765**	0.691*	0.816**	0.771**	0.789**	0.533*	0.691*
Organizing	0.806**	0.744**	0.830**	0.759**	0.776**	0.526*	0.669*
Staffing	0.818**	0.783**	0.869**	0.801**	0.826**	0.583*	0.755**
directing	0.815**	0.744**	0.822**	0.769**	0.775**	0.579*	0.721**
controlling	0.824**	0.752**	0.850**	0.829**	0.821**	0.579*	0.727**
coordinating	0.824**	0.770**	0.855**	0.833**	0.811**	0.597*	0.736**

****.** Correlation is significant at the 0.01 level (2-tailed).

***** Correlation is significant at the 0.05 level (2-tailed).

Legend: 4.21 – 5.00 Very strong relationship
 3.41 – 4.20 Strong relationship
 2.61 – 3.40 Moderate relationship
 1.81 – 2.60 Weak relationship
 1.00 – 1.80 Very weak relationship

Table 6 presents the relationship between management functions and work satisfaction and work commitment among employees. The study found that planning, organizing, staffing, directing, controlling, and coordinating are all significantly correlated with work satisfaction and work commitment.

Planning, which involves setting objectives and determining courses of action, has a correlation coefficient of 0.816 with policy implementation under work satisfaction. It is associated with the indicator “Teachers are satisfied with the implementation of rules and regulations within the school” with the highest mean of 4.54 with 0.54 SD. This suggests that when schools have well-defined plans and strategies in place, teachers are more likely to be satisfied with the implementation of policies and regulations.

Organizing, which involves arranging resources and activities to achieve objectives, has a correlation coefficient of 0.830 with policy implementation under work satisfaction. It is also associated with the same indicator as planning, indicating that effective organization of resources and activities is crucial in ensuring the successful implementation of policies and regulations within schools.

Staffing, which involves acquiring and developing human resources, has the highest correlation coefficient of 0.869 with policy implementation under work satisfaction. This finding suggests that ensuring adequate staffing levels and providing opportunities for professional development are important factors in promoting policy implementation satisfaction among teachers.

Directing, which involves guiding and motivating employees to achieve objectives, has a correlation coefficient of 0.822 with policy implementation under work satisfaction. It is also associated with the same indicator as planning and organizing, highlighting the importance of effective leadership and communication in ensuring the successful implementation of policies and regulations.

Controlling, which involves monitoring and evaluating performance, has a correlation coefficient of 0.850 with policy implementation under work satisfaction. This suggests that monitoring and evaluating policy implementation is an important factor in promoting teacher satisfaction.

Finally, coordinating, which involves integrating activities and resources, has a correlation coefficient of 0.855 with policy implementation under work satisfaction. This finding highlights the importance of effective coordination and collaboration among school staff in ensuring successful policy implementation and teacher satisfaction.

The results of this study are consistent with previous research that has found a positive relationship between management functions and employee outcomes (Ghazzawi, 2018; Lashari, Khurshed, & Memon, 2019). Effective planning, organizing, staffing, directing, controlling, and coordinating can lead to a more

satisfied and committed workforce. These findings suggest that the school heads in Fule-Almeda District should focus on improving their management functions to enhance employee work satisfaction and work commitment.

Acknowledgements

The researcher would like to offer his sincere gratitude and appreciation to the following individuals for their priceless contributions to making this study possible:

Dr. Mario R. Briones, President of Laguna State Polytechnic University, for being the pillar of academic excellence and for instilling to us the value of service.

Dr. Eden C. Callo, Vice President for Academic Affairs of Laguna State Polytechnic University, her outstanding leadership created the conditions for a very remarkable academic experience for the students of LSPU;

Prof. Joel M. Bawica, MIT, Campus Director of the San Pablo City Campus of this university for his leadership that paved the way for an exceptional academic experience for the entire Graduate Studies and Applied Research students;

Dr. Edilberto Z. Andal, the Dean of Graduate Studies and Applied Research and also the thesis adviser, for his outstanding leadership, valuable suggestions, and constructive comments;

Dr. Eva F. Puyo, statistician and panel member, for his assistance and guidance in the statistical treatment of the gathered data;

Mr. Chester M. Derequito, panel member, for her comments and suggestions which contribute to the improvement of this study;

Dr. Elisa N. Chua, Subject Specialist, for guiding the researchers on professional and academic growth and provided all necessary assistance that facilitated the completion of this endeavor;

Dr. Daizy Z. Miranda, the Schools Division Superintendent of San Pablo City, for giving her permission to conduct the study with the Teachers of Fule Almeda District as the respondents.

Dr. Nora M. Calabia, Public Schools District Supervisor in Fule Almeda District in the Division of San Pablo City for the support provided in undertaking this endeavor;

Mrs. Nilda T. Uayan, school principal of Bagong Bayan Elementary School for her approval to conduct this study in the mentioned institution;

The **Fule Almeda District** teachers who served as the respondents of this study for honestly giving their responses which helped the researcher to come up with accurate figures and interpretations of data.

Her **family** and **friends** for their support, love, encouragement, patience, and belief ultimately made this study possible.

Her husband **Jeffrey**, and children **Bong**, **Thea** and **Ady**, for being her source of strength and inspiration and her great eternal love.

To all the wonderful persons whose names were not mentioned but in one way or another have helped her toward the success of this study;

Above all, to **ALMIGHTY GOD**, who gives wisdom and enlightenment, power and spirit, graces, and blessings

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