

SCHOOL HEADS' LEADERSHIP QUALITIES AND ITS RELATIONSHIP TO TEACHERS' JOB SATISFACTION AND SCHOOL PERFORMANCE

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ABSTRACT

The study aimed to determine the level of leadership qualities of school heads and its relationship to teachers job satisfaction and school Performance.

The research was accomplished through the use of descriptive method of data collection and analysis. The respondents of the study include the 245 elementary teachers from the 5 districts in the Schools Division Office of Laguna. The study utilized two sets of questionnaires as instruments that were distributed personally to the respondents.

The survey showed that the level of the leadership qualities of the elementary school heads in terms of being competent, visionary, innovative, ethical, strategic planner, committed, team oriented, communication skills and interpersonal skills is very high as shown in its over-all mean which ranges from 4.54 to 4.66 with over-all Standard Deviation which ranges from 0.57 to 0.81.

The findings also revealed that the level of teacher's job satisfaction in terms of Supervision, Colleagues, Working Condition, Pay, Responsibility, Work Itself, Advancement Security and Recognition attained an over-all weighted mean score ranging from 2,87 to 3.82 and with over-all Standard Deviation which ranges from 0.71 to 0.97 and was Acceptable among the respondents. This shows that teachers have high level of teachers job satisfaction.

The results show leadership qualities of the school heads in terms of being competent, visionary, innovative, ethical, strategic planner, committed, team oriented, communication skills and interpersonal skills does not influence teachers job satisfaction in terms of Supervision, Colleagues, Working Condition, Pay, Responsibility, Work Itself, Advancement and Security and Recognition.

The results generally show that the leadership qualities of the school heads and the school performance in terms of Promotion Rate, Retention Rate, Drop-Out Rate, Graduation Rate and Cohort Survival Rate have no significant relationship.

Keywords:

Leadership, qualities, job satisfaction, school performance

INTRODUCTION

Republic Act 9155 also known as Governance of Basic Education Act provides that a school must be managed by a school head who has "the authority, responsibility and accountability for achieving higher learning outcomes."

The role of school administrators is challenging and demanding; thus, school heads need a broad range of skills and attributes to carry out their duties effectively. There is a strong link between leaders' personal qualities and leadership success. Based on Norhannan Ramli's (2017) study which advocates that leadership is closely related to character, behavior, and qualities of a leader. His findings has brought to the discovery that personal disposition of attributes or qualities in a principal's leadership is an important supporting element of leadership.

A good educational system is founded on the high quality of teaching staff. Recognizing the factors affecting teaching quality and retention is one way of developing high quality teachers. Among these factors is job satisfaction. Teachers satisfied with their job is also a productive one. Furthermore, if the teachers were content with their job, they would develop and maintain a high level of performance.

In line with this context, it is necessary to identify the leadership qualities of school heads that can influence the teachers' job satisfaction and school performance. This also sought to determine the relationship of leadership qualities and teachers' job satisfaction and performance of public elementary schools in the Schools Division Office of Laguna.

Specifically, it seeks to answer the following:

1. What is the level of the leadership qualities of the elementary school heads in terms of being :
 - a. competent
 - b. visionary
 - c. innovative
 - d. ethical
 - e. strategic planner
 - f. Committed
 - g. team oriented
 - h. communication skills and
 - i. interpersonal skills?
2. What is the level of teacher's job satisfaction in terms of
 - a. supervision
 - b. colleagues
 - c. working condition
 - d. pay
 - e. responsibility
 - f. work itself
 - g. advancement
 - h. security and
 - i. recognition?
3. What is the level of elementary school performance in terms of
 - a. promotion rate
 - b. retention rate
 - c. drop-out rate
 - d. graduation rate
 - e. cohort survival rate?
4. Is there a significant relationship between the leadership qualities of the school heads and the

teachers' job satisfaction?

5. Is there a significant relationship between the leadership qualities of the school heads and the school performance?

REVIEW OF RELATED LITERATURE

The challenges facing school leaders These include: ensuring consistently good teaching and learning; integrating a sound grasp of basic knowledge and skills within a broad and balanced curriculum; managing behaviour and attendance; strategically managing resources and the environment; building the school as a professional learning community; and developing partnerships beyond the school to encourage parental support for learning and new learning opportunities (Price 2016).

The effectiveness of schools is heavily influenced by the performance of their school heads. Good school leaders are those who can bring the vision and mission of the schools they lead to fruition. Accordingly, school leaders refer to school heads because they are qualified to carry out the school's vision, mission, and goals. (Arman, Syamsul and Darman, 2016). This was affirmed by Huguet and Sirchia 2017, who said that effective leadership can positively impact school performance .

School leaders, particularly principals, have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances (Price 2016).

In the study conducted by Jarun et.al., they concluded that the leadership that is carried out by the leader also affects the job satisfaction of employees. Tedla 2022 revealed that principals' behaviors promote higher performance through practices, such as classroom supervision, directing, setting goals, teamwork, collaboration, continuous monitoring of students' progress and supporting teacher autonomy.

Harun et.al. 2019 stated that there are many factors that affect the level of job satisfaction. They identified 13 factors which includes leadership, leadership style, and commitment. They said that the leadership that is carried out by the leader also affects the job satisfaction of employees.

Pratiwi 2020 said that the support of colleagues has a significant influence on job satisfaction. Colleague support was found to be insignificant on work involvement. To improve job satisfaction, it is necessary to improve the quality of communication, support from colleagues and work superiors by involving colleagues in various events conducted by the organization.

Zojceska 2019 said that employee recognition is the key to employee satisfaction. Employee recognition is a very effective and easily implemented, yet often overlooked strategy for improving employee's satisfaction. He further emphasized that low employee satisfaction is also linked to low employee motivation, engagement and productivity, which leads to poor employee performance and lower profits.

METHODOLOGY

The researcher will employ quantitative research design, particularly the descriptive correlational research method. The respondents of this study are the 245 teachers of the 49 public elementary schools in the Schools Division office of Laguna. To determine the number of samples from the given population, the study employed stratified random sampling. The used 2 types of adapted survey questionnaires as well as the hard data to be requested from each elementary school of Schools Division Office of Laguna.

The first adapted instrument was used to measure the leadership qualities of the school heads. The second adapted instrument is the Teachers Job Satisfaction Questionnaires (TJSQ) by Lester, 1984.

RESULT AND DISCUSSION

Table 1. Level of the Leadership Qualities of the Elementary School Heads in terms of being Competent

The Principal...	MEAN	SD	REMARKS
... <i>acquire</i> and maintain in-depth knowledge and technical expertise in his or her field.	4.55	0.58	Always
... <i>can</i> complete his/her tasks on time at high standard and accuracy.	4.54	0.60	Always
... <i>deal</i> with performance issues quickly.	4.55	0.64	Always
... <i>is</i> highly motivated because he/she knows what it takes to be successful.	4.66	0.55	Always
... <i>is</i> technically proficient, knows his/her job and has a solid familiarity with the subordinate's tasks.	4.58	0.58	Always
... <i>is</i> a multifaceted in academics and administrative functions?	4.55	0.64	Always
... <i>continuously</i> undergo professional development like attending trainings, seminars, and further studies.	4.72	0.49	Always
... <i>stays</i> up-to-date in the field of his/her expertise by reading, engagement in social media, and joining in membership in professional organizations.	4.59	0.58	Always
... <i>responds</i> to questions with specific and in-depth answer that demonstrate knowledge and expertise.	4.53	0.62	Always
... <i>has</i> a good organizational skill to work on everyday school activities.	4.56	0.62	Always
Weighted Mean	4.59		
SD	0.59		
Verbal Interpretation	Very High		

Table 1 illustrates the level of the leadership qualities of the elementary school heads in terms of being competent.

From the statements above, “The Principal continuously undergo professional development like attending trainings, seminars, and further studies.” yielded the highest mean score ($M=4.72$, $SD=0.49$) and was remarked as Always. This is followed by “The Principal is highly motivated because he/she knows what it takes to be successful.” with a mean score ($M=4.66$, $SD=0.55$) and was also remarked as Always. On the other hand, the statement “The Principal can complete his/her tasks on time at high standard and accuracy.” received the lowest mean score of responses with ($M=4.54$, $SD=0.60$) yet was also remarked Always.

The level of the leadership qualities of the elementary school heads in terms of being competent attained a weighted mean score of 4.59 and a standard deviation of 0.59 and was Very High among the respondents. This shows that elementary school heads shows a high level of competence in their workplace. They are knowledgeable and have technical expertise in leading the school. To a great extent, continuous professional development contributed a lot to the school heads competence.

Table 2. Level of the Leadership Qualities of the Elementary School Heads in terms of being Visionary

The Principal...	MEAN	SD	REMARKS
...is creating an inspiring vision for the future and manage its implementation successfully	4.59	0.58	Always
...manages performance by setting the expectations of his/her subordinates clearly and concisely.	4.51	0.60	Always
...is optimistic about circumstances and can see beyond future problems and setbacks.	4.51	0.60	Always
...has clear sense of direction.	4.57	0.64	Always
...translates vision into specific, measurable, attainable, realistic and time-bound objectives of the school.	4.55	0.62	Always
...ensures a long-term achievement of the students.	4.60	0.58	Always
...is creative and look for ways to improve the school system by suggesting or backing new ways of doing things.	4.59	0.60	Always
...a skillful leader who motivate others to contribute their skills and knowledge in pursuit of the goals and vision of the school.	4.58	0.64	Always
...is optimistic that the vision of the school will be realized.	4.62	0.57	Always
...works hard toward the achievement of a vision.	4.65	0.56	Always
Weighted Mean		4.58	
SD		0.60	
Verbal Interpretation		Very High	

Table 2 illustrates the level of the leadership qualities of the elementary school heads in terms of being visionary.

From the statements above, “The Principal works hard toward the achievement of a vision.” yielded the highest mean score ($M=4.65$, $SD=0.56$) and was remarked as Always. This is followed by “The Principal is optimistic that the vision of the school will be realized.” with a mean score ($M=4.62$, $SD=0.57$) and was also remarked as Always. On the other hand, the statement “The Principal manages performance by setting the expectations of his/her subordinates clearly and concisely and Is optimistic about circumstances and can see beyond future problems and setbacks.” received the lowest mean score of responses with ($M=4.51$, $SD=0.60$) yet both was also remarked Always.

The level of the leadership qualities of the elementary school heads in terms of being visionary attained a weighted mean score of 4.58 and a standard deviation of 0.60 and was Very High among the respondents.

Table 3 illustrates the level of the leadership qualities of the elementary school heads in terms of being innovative.

As stated from the table, “The Principal used to seek out new and different ideas, initiatives, activities, and creative pursuits.” yielded the highest mean score ($M=4.61$, $SD=0.60$) and was remarked as Always. This is followed by “The Principal knows his/her teachers, subordinates, students and look out for their well-being.” with a mean score ($M=4.60$, $SD=0.59$) and was also remarked as Always. On the other hand, the statement “The Principal adopts and applies the latest trends in technology.” received the lowest mean score of responses with ($M=4.45$, $SD=0.60$) yet was also remarked Always.

Table 3. Level of the Leadership Qualities of the Elementary School Heads in terms of being Innovative

The Principal...	MEAN	SD	REMARKS
...adopts and applies the latest trends in technology.	4.45	0.60	Always
...feels comfortable in fast-changing environments and willing to take risks and new approaches.	4.52	0.62	Always
...used to seek out new and different ideas, initiatives, activities, and creative pursuits.	4.61	0.60	Always
...has a regular professional development program, training, and seminars for teachers.	4.53	0.60	Always
...knows his/her teachers, subordinates, students and look out for their well-being.	4.60	0.59	Always
...understands that situations change and not afraid to change them to adopt new ideas.	4.58	0.59	Always
...uses the resources that are currently available and makes them work in any situation.	4.59	0.60	Always
...is updated with the current developments in technology and advancements in knowledge in education.	4.49	0.60	Always
...encourages his/her teachers to conduct meaningful research for the development of the school.	4.56	0.62	Always
...I always discovers innovative ways to deal with change and to solve problems	4.49	0.64	Always
Weighted Mean		4.54	
SD		0.61	
Verbal Interpretation		Very High	

The level of the leadership qualities of the elementary school heads in terms of being innovative attained a weighted mean score of 4.54 and a standard deviation of 0.61 and was Very High among the respondents This shows that school heads, being innovative leaders has the ability to both think and influence others to create “new and better” ideas to move towards positive results. This manifests that the school heads always discover innovative ways to deal with change and to solve problems.

Table 4 illustrates the level of the leadership qualities of the elementary school heads in terms of being ethical.

From the statements above, “The Principal has a good character trait that help others carry out their professional responsibilities” yielded the highest mean score (M=4.85, SD=0.64) and was remarked as Always. This is followed by “The Principal have integrity, personal values, and self-confidence.” with a mean score (M=4.70, SD=0.51) and was also remarked as Always. On the other hand, the statement “The Principal never shows fear or anger, fosters sense of optimism and get the most out of people.” received the lowest mean score of responses with (M=4.50, SD=0.66) yet was also remarked Always.

Table 4. Level of the Leadership Qualities of the Elementary School Heads in terms of being Ethical

The Principal...	MEAN	SD	REMARKS
...honest, trustworthy, fair, and possess integrity,	4.66	0.64	Always

personal values, and practice professionalism.			
... <i>positively</i> acts as a role model to others in terms of values, attitudes and behaviors	4.67	0.59	Always
... <i>has</i> a good character traits that help others carry out their professional responsibilities	4.85	2.64	Always
... <i>fosters</i> professionalism and time management all the time.	4.62	0.69	Always
... <i>is</i> loyal to the school, perform selfless service and takes personal responsibility.	4.67	0.57	Always
... <i>regularly</i> stands up for what is right and demonstrates ethical judgment.	4.66	0.58	Always
... <i>have</i> integrity, personal values, and self-confidence.	4.70	0.51	Always
... <i>acts</i> as a positive role model to others.	4.66	0.59	Always
... <i>works</i> to a strong set of values especially in relation to integrity and fairness.	4.64	0.62	Always
... <i>never</i> shows fear or anger, fosters sense of optimism and get the most out of people.	4.50	0.66	Always
Weighted Mean	4.66		
SD	0.81		
Verbal Interpretation	Very High		

The level of the leadership qualities of the elementary school heads in terms of being ethical attained a weighted mean score of 4.66 and a standard deviation of 0.81 and was Very High among the respondents. This reveals that school heads have high ethical standards and they practice personal values in the workplace as they carry out their professional responsibilities.

Table 5 illustrates the level of the leadership qualities of the elementary school heads in terms of being Strategic Planner.

From the statements above, “The Principal regularly conducts Strategic Planning before the start of the school year.” yielded the highest mean score ($M=4.68$, $SD=0.53$) and was remarked as Always. This is followed by “The Principal ensures that strategies are in place and aligned to vision, policies, goals, and objectives of the school.” with a mean score ($M=4.67$, $SD=0.56$) and was also remarked as Always. On the other hand, the statement “The Principal sets aside time daily, monthly and yearly to plan his/her upcoming schedule and activities” received the lowest mean score of responses with ($M=4.56$, $SD=0.61$) yet was also remarked Always.

The level of the leadership qualities of the elementary school heads in terms of being Strategic Planner attained a weighted mean score of 4.62 and a standard deviation of 0.57 and was Very High among the respondents. The results shows that school heads practices strategic planning where they

Table 5. Level of the Leadership Qualities of the Elementary School Heads in terms of being Strategic Planner

The Principal...	MEAN	SD	REMARKS
...regularly conducts Strategic Planning before the start of the school year.	4.68	0.53	Always
...plans in a way that provides direction at all levels	4.61	0.61	Always
...ensures that strategies are in place and aligned to vision, policies, goals, and objectives of the school.	4.67	0.56	Always
...cascades plans to teachers and students.	4.58	0.59	Always
...conducts assessment review at the end of the school year to determine Strengths, Weakness, Opportunities and	4.63	0.54	Always
...sets aside time daily, monthly and yearly to plan his/her upcoming schedule and activities	4.56	0.61	Always
...articulates vision and values; set goals; strategic priorities and objectives.	4.62	0.56	Always
...conceptualizes a strategic plan and follow it to its successful completion	4.58	0.61	Always
...defines mission, conveys it to the school community and ensures that he/she has the right tools and training needed to get the job done.	4.61	0.59	Always
...has a stated vision of the school.	4.65	0.53	Always
Weighted Mean		4.62	
SD		0.57	
Verbal Interpretation		Very High	

define their vision for the future and identify their organization's goals and objectives. It further indicate that they establish the sequence in which goals should be realized so that the organization can reach its stated vision.

Table 6 illustrates the level of the leadership qualities of the elementary school heads in terms of being committed.

From the statements above, “The Principal believes in continuous professional growth like attending seminars and trainings” yielded the highest mean score ($M=4.71$, $SD=0.52$) and was remarked as Always. This is followed by “The Principal has a continuous commitment to learning, training, and professional growth for people.” with a mean score ($M=4.70$, $SD=0.51$) and was also remarked as Always. On the other hand, the statement “The Principal gives recognition and reward people who succeed in their jobs.” received the lowest mean score of responses with ($M=4.51$, $SD=0.62$) yet was also remarked Always.

The level of the leadership qualities of the elementary school heads in terms of being committed attained a weighted mean score of 4.61 and a standard deviation of 0.58 and was Very High among the respondents. It reveals that school heads are dedicated to their work to accomplish his/her task.

Table 6. Level of the Leadership Qualities of the Elementary School Heads in terms of being Committed

The Principal...	MEAN	SD	REMARKS
...has a continuous commitment to learning, training, and professional growth for people.	4.70	0.51	Always
...links performance and objectives using Key Performance Indicators or KRI	4.59	0.59	Always
...is dedicated with his/her work to accomplish the tasks.	4.69	0.54	Always
...is an active member of professional organizations?	4.60	0.59	Always
...believes in continuous professional growth like attending seminars and trainings	4.71	0.52	Always
...gives recognition and reward people who succeed in their jobs.	4.51	0.62	Always
...knows when to retain, move, or fire ineffective staff	4.53	0.61	Always
...can translate vision into logical and manageable steps to empower his/her subordinates for the achievement and	4.54	0.63	Always
...has a committed teachers and staff.	4.65	0.57	Always
...has a sense of purpose and commitment to learning.	4.62	0.58	Always
Weighted Mean		4.61	
SD		0.58	
Verbal Interpretation		Very High	

It further shows that school heads has continuous commitment to learning, training, and professional growth. It also displays the school heads translation of school vision into logical and manageable steps to empower his/her subordinates for the achievement of goals.

Table 7 illustrates the level of the leadership qualities of the elementary school heads in terms of being Team Oriented.

From the statements above, “The Principal encourages everyone to work toward the same overall objectives and motivates people and work as a team.” Both yielded the highest mean score (M=4.68, SD=0.58 and 0.60) and was remarked as Always. This is followed by “The Principal inspires people to lead, can effectively work with his/her subordinates and encourages everyone to work toward the same overall objectives.” with a mean score (M=4.64, SD=0.58 and 0.59) and are all was also remarked as Always. On the other hand, the statement “The Principal develops a team spirit within the school system, supports the decision of every person of the school and regards himself/herself as team member than a leader, thus, values every team members contribution equally” received the lowest mean score of responses with (M=4.59, SD=0.60 and 0.63) yet are all was also remarked Always.

The level of the leadership qualities of the elementary school heads in terms of being Team Oriented attained a weighted mean score of 4.62 and a standard deviation of 0.59 and was Very High among the respondents. It reveals that school heads are team oriented and team players. School heads

Table 7. Level of the Leadership Qualities of the Elementary School Heads in terms of being Team Oriented

The Principal...	MEAN	SD	REMARKS
...encourages everyone to work toward the same overall objectives.	4.68	0.58	Always
Inspires people to lead.	4.64	0.59	Always
...motivates people and work as a team.	4.68	0.60	Always
...trains people in a team to ensure that tasks are understood,	4.60	0.58	Always
Develops a team spirit within the school system.	4.59	0.60	Always
...can effectively work with his/her subordinates.	4.64	0.59	Always
...supports the decision of every person of the school.	4.59	0.60	Always
...is enthusiastic and maintains positive attitude every day for the sake of his/her team members.	4.60	0.60	Always
...holds regular one-to-one sessions and group meeting with his/her team.	4.62	0.57	Always
...regards himself/herself as team member than a leader, thus, values every team member contribution equally.	4.59	0.63	Always
Weighted Mean		4.62	
SD		0.59	
Verbal Interpretation		Very High	

regard themselves as a team member than a leader and values every team member, therefore developing team spirit within the school system.

Table 8. Level of the Leadership Qualities of the Elementary School Heads in terms of Communication Skills

The Principal...	MEAN	SD	REMARKS
...has good communication skills, both written and oral form	4.62	0.56	Always
...fosters collaboration, mutual trust, and cooperation among others.	4.61	0.57	Always
...speaks out and acts in a decisive manner to address difficult and complex issues	4.53	0.62	Always
...can convey his/her ideas clearly to others.	4.58	0.61	Always
...disseminates and shares information regularly	4.64	0.54	Always
...have good and strong communication skills in multiple formats for different audiences.	4.66	0.52	Always
...can relate to people at all levels inside the school, in	4.73	1.90	Always
...can express himself/herself in diverse audiences and gain their acceptance and support his/her ideas.	4.62	0.57	Always
...notices are posted in the Bulletin Board.	4.49	0.62	Always
...encourages teachers, students and staff to speak English all the time except for a Filipino class.	4.40	0.72	Always
Weighted Mean		4.59	
SD		0.72	
Verbal Interpretation		Very High	

Table 8 illustrates the level of the leadership qualities of the elementary school heads in terms of

Communication Skills.

From the statements above, “The Principal can relate to people at all levels inside the school,” yielded the highest mean score (M=4.73, SD=1.93) and was remarked as Always. This is followed by “The Principal have good and strong communication skills in multiple formats for different audiences.” with a mean score (M=4.66, SD=0.52) and was also remarked as Always. On the other hand, the statement “The Principal encourages teachers, students and staff to speak English all the time except for a Filipino class.” received the lowest mean score of responses with (M=4.40, SD=0.72) yet was also remarked Always.

The level of the leadership qualities of the elementary school heads in terms of Communication Skills attained a weighted mean score of 4.59 and a standard deviation of 0.72 and was Very High among the respondents. This shows that school heads have a high level of communication skills. They can convey ideas clearly in multiple formats for different audiences. It further reveals that the school heads have good communication skills, and can convey ideas clearly and speaks out and act in a decisive manner.

Table 9. Level of the Leadership Qualities of the Elementary School Heads in terms of being Interpersonal Skills

The Principal...	MEAN	SD	REMARKS
...influences others to accomplish and objective and directs the school in a way that makes more cohesive and coherent	4.61	0.57	Always
...deals with different people and use a variety of leadership	4.55	0.64	Always
...friendly, socially skilled, and like to establish a friendly	4.64	0.58	Always
...looks good, healthy, well groomed, and presentable to	4.70	0.51	Always
...understands human nature and the school culture, thus, he/she can easily respond to stress management.	4.57	0.62	Always
...understands individual strengths and weaknesses.	4.57	0.61	Always
...builds good relationships with all people in the school community.	4.66	0.57	Always
...coaches, motivate, engage, empowers, cares, and values individuals.	4.63	0.58	Always
...tracks performance of his/her subordinates and gives them feedback on their performance.	4.59	0.57	Always
...energizes people by creating conducive environment and atmosphere.	4.60	0.59	Always
Weighted Mean	4.61		
SD	0.58		
Verbal Interpretation	Very High		

Table 9 illustrates the level of the leadership qualities of the elementary school heads in terms of Interpersonal Skills.

From the statements above, “The Principal looks good, healthy, well groomed, and presentable to” yielded the highest mean score (M=4.70, SD=0.51) and was remarked as Always. This is followed by “The Principal builds good relationships with all people in the school community.” with a mean score (M=4.66, SD=0.57) and was also remarked as Always by the respondents.

The level of the leadership qualities of the elementary school heads in terms of Interpersonal

Skills attained an average weighted mean score of 4.61 and a standard deviation of 0.58 and was Very High among the respondents. This shows that principals have a high level of interpersonal skills. Interpersonal skills help the principals understand individual strengths and weaknesses and build good relationships with others. It further shows that they effectively communicate, interact, and work with individuals and groups.

Table 10. Level of Teacher's Job Satisfaction in terms of Supervision

STATEMENTS	MEAN	SD	REMARKS
My immediate supervisor gives me assistance when I need help.	4.27	0.73	Strongly Agree
My immediate supervisor praises good teaching.	4.09	0.79	Agree
My immediate supervisor provides assistance for improving instruction.	4.30	0.66	Strongly Agree
I receive recognition from my immediate supervisor.	3.78	0.87	Agree
My immediate supervisor does not back me up.	2.29	1.10	Disagree
My immediate supervisor explains what is expected of me.	3.86	0.70	Agree
My immediate supervisor is not willing to listen to suggestions.	1.10	1.09	Strongly Disagree
My immediate supervisor treats everyone equitably.	4.21	0.73	Strongly Agree
My immediate supervisor makes me feel uncomfortable.	1.85	0.83	Disagree
When I teach a good lesson, my immediate supervisor notices.	3.91	0.66	Agree
My immediate supervisor offers suggestions to improve my teaching	4.20	0.69	Strongly Agree
My immediate supervisor makes available the material I need to do my best.	3.94	0.87	Agree
My immediate supervisor turns one teacher against another.	2.51	1.28	Disagree
I receive too many meaningless instructions from my immediate supervisor.	2.13	1.07	Disagree
Weighted Mean	3.32		
SD	0.86		
Verbal Interpretation	Moderately Acceptable		

Table 10 illustrates the level of teacher's job satisfaction in terms of Supervision.

From the statements above, "My immediate supervisor provides assistance for improving instruction." yielded the highest mean score (M=4.0, SD=0.66) and was remarked as Strongly Agree. This is followed by "My immediate supervisor gives me assistance when I need help." with a mean score (M=4.27, SD=0.73) and was also remarked as Strongly Agree. On the other hand, the statement "My immediate supervisor is not willing to listen to suggestions." received the lowest mean score of responses with (M=1.10, SD=1.09) was remarked Strongly Disagree.

The level of teacher's job satisfaction in terms of Supervision attained a weighted mean score of 3.32 and a standard deviation of 0.86 and was Moderately Acceptable among the respondents. It shows that Instructional Supervision of school heads *affects teachers' job satisfaction, thus regular supervision is necessary.* Because supervision can influence how the teachers do their functions.

Table 11. Level of Teacher's Job Satisfaction in terms of Colleagues

STATEMENTS	MEAN	SD	REMARKS
I like the people with whom I work.	4.53	0.60	Strongly Agree
I dislike the people with whom I work.	1.76	0.86	Strongly Disagree
My colleagues seem reasonable to me.	3.67	0.82	Agree
I get along well with my colleagues.	4.45	0.71	Strongly Disagree
I do not get cooperation from the people I work with.	1.89	0.93	Strongly Agree
My colleagues stimulate me to do better work.	4.24	0.64	Strongly Agree
My colleagues are highly critical of one another.	2.78	1.06	Moderately Agree
I have made lasting friendships among my colleagues.	4.22	0.69	Strongly Agree
I am not responsible for my actions.	3.67	0.88	Agree
My colleagues provide me with suggestions or feedback about my teaching.	4.13	0.66	Agree
Weighted Mean		3.53	
SD		0.79	
Verbal Interpretation		Acceptable	

Table 11 illustrates the level of teacher's job satisfaction in terms of Colleagues.

From the statements above, "I like the people with whom I work." yielded the highest mean score (M=4.53, SD=0.60) and was remarked as Strongly Agree. This is followed by "I get along well with my colleagues." with a mean score (M=4.45, SD=0.71) and was also remarked as Strongly Agree. On the other hand, the statement "I dislike the people with whom I work." received the lowest mean score of responses with (M=1.76, SD=0.86) was remarked Strongly Disagree.

The level of teacher's job satisfaction in terms of Colleagues attained a weighted mean score of 3.53 and a standard deviation of 0.79 and was Acceptable among the respondents. The result shows that teachers have a good relationship with their colleagues. Their colleagues help them and gives them suggestions on how they can perform well their job.

Table 12. Level of Teacher's Job Satisfaction in terms of Working Condition

STATEMENTS	MEAN	SD	REMARKS
Working conditions in my school are good.	4.32	0.64	Strongly Agree
Working conditions in my school are comfortable.	4.33	0.75	Strongly Agree
Physical surroundings in my school are unpleasant	1.90	0.90	Disagree
The administration in my school does not clearly define its policies	2.10	1.08	Disagree
The administration in my school communicates its policies well.	4.23	0.78	Strongly Agree
Working conditions in my school could be worse.	2.04	1.08	Disagree
Working conditions in my school can be improved.	4.24	0.66	Strongly Agree
Weighted Mean		3.31	
SD		0.84	
Verbal Interpretation		Moderately Acceptable	

Table 12 illustrates the level of teacher's job satisfaction in terms of Working Condition.

From the statements above, "Working conditions in my school are comfortable." yielded the highest mean score (M=4.33, SD=0.75) and was remarked as Strongly Agree. This is followed by "Working conditions in my school are good." with a mean score (M=4.32, SD=0.64) and was also remarked as Strongly Agree. On the other hand, the statement "Physical surroundings in my school are

unpleasant.” received the lowest mean score of responses with (M=1.90, SD=0.90) was remarked Disagree.

The level of teacher’s job satisfaction in terms of Working Condition attained a weighted mean score of 3.31 and a standard deviation of 0.84 and was Moderately Acceptable among the respondents. The results shows that teachers are satisfied with their working conditions. It can be gleaned that teachers have good, comfortable and pleasant working conditions.

Table 13. Level of Teacher’s Job Satisfaction in terms of Pay

STATEMENTS	MEAN	SD	REMARKS
Teacher income is barely enough to live on.	3.18	0.94	Moderately Agree
Teacher income is adequate for normal expenses.	3.42	0.96	Agree
Teaching provides me with financial security.	3.72	0.90	Agree
I am well paid in proportion to my ability.	3.49	0.93	Agree
Teacher income is less than I deserve.	2.97	0.98	Moderately Agree
Insufficient income keeps me from living the way I want to live.	3.30	1.08	Moderately Agree
Pay compares with similar jobs in other school districts.	2.86	0.99	Moderately Agree
Weighted Mean	3.28		
SD	0.97		
Verbal Interpretation	Moderately Acceptable		

Table 13 illustrates the level of teacher’s job satisfaction in terms of Pay.

From the statements above, “Teaching provides me with financial security.” yielded the highest mean score (M=3.72, SD=0.90) and was remarked as Agree. This is followed by “I am well paid in proportion to my ability.” with a mean score (M=3.49, SD=0.93) and was also remarked as Agree. On the other hand, the statement “Teacher income is less than I deserve.” received the lowest mean score of responses with (M=2.97, SD=0.98) was remarked Moderately Agree.

The level of teacher’s job satisfaction in terms of Pay attained a weighted mean score of 3.28 and a standard deviation of 0.97 and was Moderately Acceptable among the respondents. This shows that teachers are not satisfied in terms of their salary or pay. Based on the result, teachers are not paid enough or less paid based on their abilities.

Table 14 illustrates the level of *teacher’s* job satisfaction in terms of Responsibility.

From the statements above, “Teaching provides me the opportunity to help my students learn.” yielded the highest mean score (M=4.65, SD=0.53) and was remarked as Strongly Agree. This is followed

Table 14. Level of Teacher’s Job Satisfaction in terms of Responsibility

STATEMENTS	MEAN	SD	REMARKS
I get along well with my students	4.27	0.72	Strongly Agree
I try to be aware of the policies of my school.	4.21	0.67	Strongly Agree
I am not interested in the policies of my school.	1.73	0.88	Strongly Disagree

I do have responsibility for my teaching.	4.52	0.64	Strongly Agree
My students respect me as a teacher.	4.59	0.63	Strongly Agree
I am responsible for planning my daily lessons.	4.50	0.60	Strongly Agree
Teaching provides me the opportunity to help my students learn.	4.65	0.53	Strongly Agree
I am not responsible for my actions.	1.89	1.03	Disagree
Weighted Mean	3.80		
SD	0.71		
Verbal Interpretation	Acceptable		

by “My students respect me as a teacher.” with a mean score ($M=4.59$, $SD=0.63$) and was also remarked as Strongly Agree. On the other hand, the statement “I am not interested in the policies of my school.” received the lowest mean score of responses with ($M=1.73$, $SD=1.88$) was remarked Strongly Disagree.

The level of teacher’s job satisfaction in terms of Responsibility attained a weighted mean score of 3.80 and a standard deviation of 0.71 and was Acceptable among the respondents. It shows that teachers have a high sense of responsibility and are satisfied with their jobs when it comes to performing their responsibilities as teachers.

Table 15. Level of Teacher’s Job Satisfaction in terms of Work Itself

STATEMENTS	MEAN	SD	REMARKS
Teaching discourages originality.	2.24	1.07	Disagree
Teaching is very interesting work.	4.36	0.78	Strongly Agree
Teaching encourages me to be creative.	4.45	0.64	Strongly Agree
Teaching does not provide me the chance to develop new methods.	2.06	1.05	Disagree
The work of a teacher consists of routine activities.	4.22	0.78	Strongly Agree
Teaching provides an opportunity to use a variety of skills.	4.53	0.58	Strongly Agree
I am indifferent toward teaching.	2.70	1.01	Moderately Agree
I do not have the freedom to make my own decisions.	2.33	1.05	Disagree
The work of a teacher is very pleasant.	4.02	0.83	Agree
Weighted Mean	3.43		
SD	0.87		
Verbal Interpretation	Acceptable		

Table 15 illustrates the level of teacher’s job satisfaction in terms of Work Itself.

From the statements above, “Teaching provides an opportunity to use a variety of skills.” yielded the highest mean score ($M=4.53$, $SD=0.58$) and was remarked as Strongly Agree. This is followed by “Teaching encourages me to be creative.” with a mean score ($M=4.45$, $SD=0.64$) and was also remarked as Strongly Agree. On the other hand, the statement “Teaching does not provide me the chance to develop new methods.” received the lowest mean score of responses with ($M=2.06$, $SD=1.05$) was remarked Disagree.

The level of teacher’s job satisfaction in terms of Work Itself attained a weighted mean score of 3.43 and a standard deviation of 0.87 and was Acceptable among the respondents. It shows that teachers have an acceptable level of job satisfaction in terms of the work itself . Teachers see their work as very interesting and challenging and provides satisfaction to them as compared to other works which are boring and monotonous.

Table 16. Level of Teacher's Job Satisfaction in terms of Advancement

STATEMENTS	MEAN	SD	REMARKS
Teaching provides a good opportunity for advancement.	4.20	0.73	Strongly Agree
Teaching provides an opportunity for promotion.	4.19	0.78	Agree
Teaching provides me with an opportunity to advance professionally.	4.51	0.62	Strongly Agree
Teaching provides limited opportunities for advancement.	3.02	1.25	Moderately Agree
I am not getting ahead in my present teaching position.	3.20	1.02	Moderately Agree
Weighted Mean		3.82	
SD		0.88	
Verbal Interpretation		Acceptable	

Table 16 illustrates the level of teacher's job satisfaction in terms of Advancement.

From the statements above, "Teaching provides me with an opportunity to advance professionally." yielded the highest mean score ($M=4.51$, $SD=0.62$) and was remarked as Strongly Agree. This is followed by "Teaching provides a good opportunity for advancement." with a mean score ($M=4.20$, $SD=0.73$) and was also remarked as Strongly Agree. On the other hand, the statement "Teaching provides limited opportunities for advancement." received the lowest mean score of responses with ($M=3.02$, $SD=1.25$) was remarked Moderately Agree.

The level of teacher's job satisfaction in terms of Advancement attained a weighted mean score of 3.82 and a standard deviation of 0.88 and was Acceptable among the respondents. The results shows that teachers have reasonable level of job satisfaction in terms of advancement. Teaching profession have good opportunities for advancement.

Table 17. Level of Teacher's Job Satisfaction in terms of Security

STATEMENTS	MEAN	SD	REMARKS
I am afraid of losing my teaching job.	4.01	1.03	Agree
Teaching provides for a secure future.	4.17	0.77	Agree
I never feel secure in my teaching job.	2.09	1.10	Disagree
Weighted Mean		3.43	
SD		0.97	
Verbal Interpretation		Acceptable	

Table 17 illustrates the level of teacher's job satisfaction in terms of Security.

From the statements above, "Teaching provides for a secure future." yielded the highest mean score ($M=4.17$, $SD=0.77$) and was remarked as Agree. This is followed by "I am afraid of losing my teaching job." with a mean score ($M=4.01$, $SD=1.03$) and was also remarked as Agree. On the other hand, the statement "I never feel secure in my teaching job." received the lowest mean score of responses with ($M=2.09$, $SD=1.10$) was remarked Disagree.

The level of teacher's job satisfaction in terms of Security attained a weighted mean score of 3.43 and a standard deviation of 0.97 and was Acceptable among the respondents. The result shows that teachers see teaching job as a secure job. Thus, teachers are not afraid of losing their teaching job.

Table 18. Level of Teacher’s Job Satisfaction in terms of Recognition

STATEMENTS	MEAN	SD	REMARKS
I receive full recognition for my successful teaching.	3.96	0.76	Agree
No one tells me that I am a good teacher.	2.31	1.16	Disagree
I receive too little recognition.	2.33	0.93	Disagree
Weighted Mean	2.87		
SD	0.95		
Verbal Interpretation	Moderately Acceptable		

Table 18 illustrates the level of teacher’s job satisfaction in terms of Recognition.

From the statements above, “I receive full recognition for my successful teaching.” yielded the highest mean score (M=3.96, SD=0.76) and was remarked as Agree. This is followed by “I receive too little recognition.” with a mean score (M=2.33, SD=0.93) and was remarked as Disagree. On the other hand, the statement “No one tells me that I am a good teacher.” received the lowest mean score of responses with (M=2.31, SD=1.16) was remarked Disagree.

The level of teacher’s job satisfaction in terms of Recognition attained a weighted mean score of 3.87 and a standard deviation of 0.95 and was Moderately Acceptable among the respondents. The result shows that teachers are recognized for their successful teaching. Their individual efforts in doing their jobs as teachers are acknowledged.

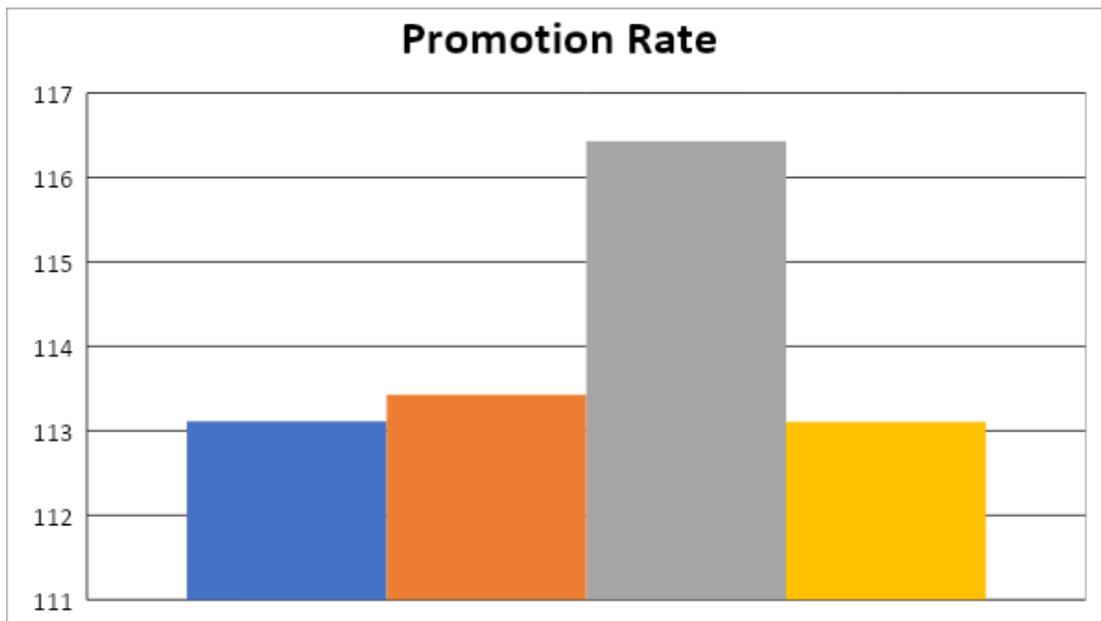


Figure 1. Level of Elementary School Performance in terms of Promotion Rate

Figure 1 shows the level of Elementary School Performance in terms of Promotion Rate.

From the Promotion Rate, the year “2020-2021” received the highest scores of one-hundred sixteen and forty-three (116.43) of the total sample population. Followed by the year “2019-2020” with scores of one-hundred thirteen and forty-three (113.43) of the total sample population. But "2018-2019 and 2021-2022" had the lowest scores from the entire sample population, coming in at one hundred thirteen and eleven (113.11).

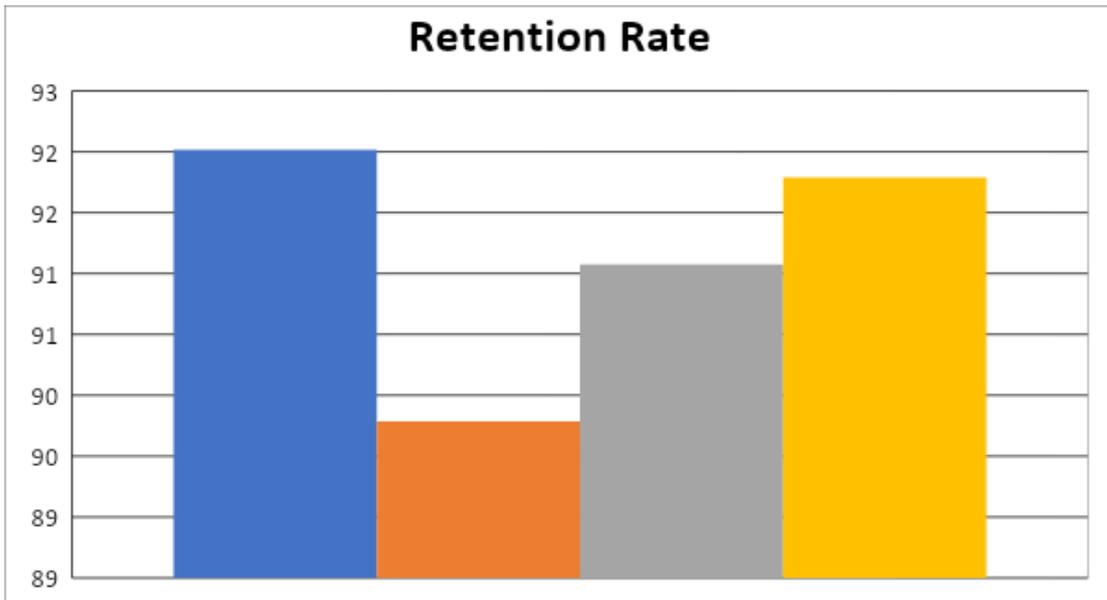


Figure 2. Level of Elementary School Performance in terms of Retention Rate

Figure 2 shows the level of Elementary School Performance in terms of Retention Rate. From the Retention Rate, the year “2018-2019” received the highest scores of ninety-two and two (92.02) of the total sample population. Followed by the year “2021-2022” with scores of ninety-one and seventy-nine (91.79) of the total sample population. But "2019-2020" had the lowest scores from the entire sample population, coming in at eighty-nine and seventy-eight (89.78).

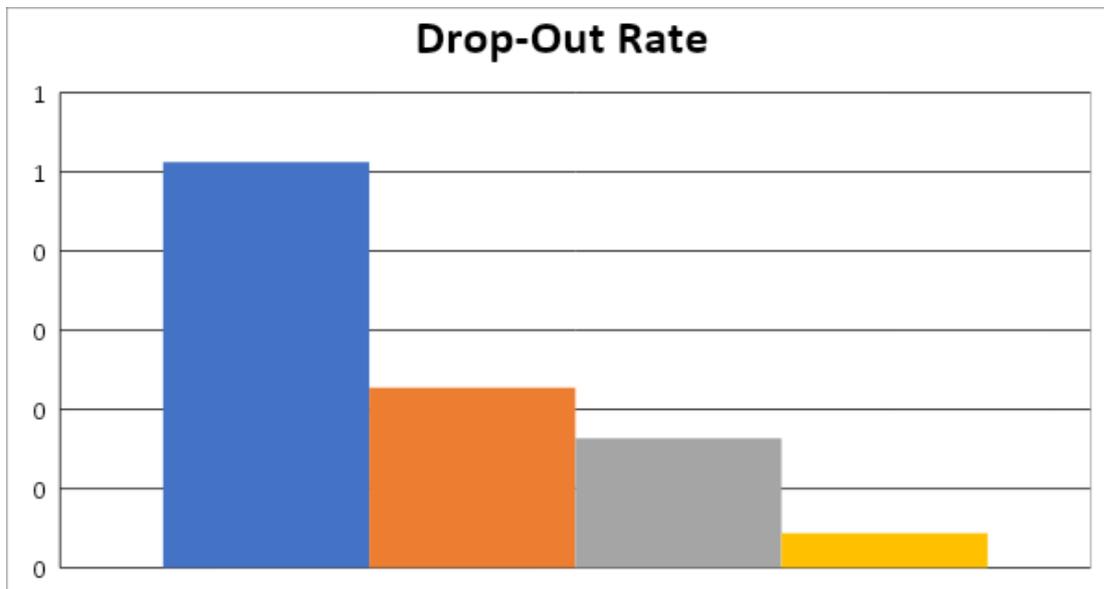


Figure 3. Level of Elementary School Performance in terms of Drop-Out

Figure 3 shows the level of Elementary School Performance in terms of Drop-Out.

From the Drop-Out, the year “2018-2019” received the highest scores of 0.51 of the total sample population. Followed by, the year "2019-2020" with scores of 0.23 of the overall sample population. But "2021-2022" had the lowest scores from the entire sample population, coming in at 0.04

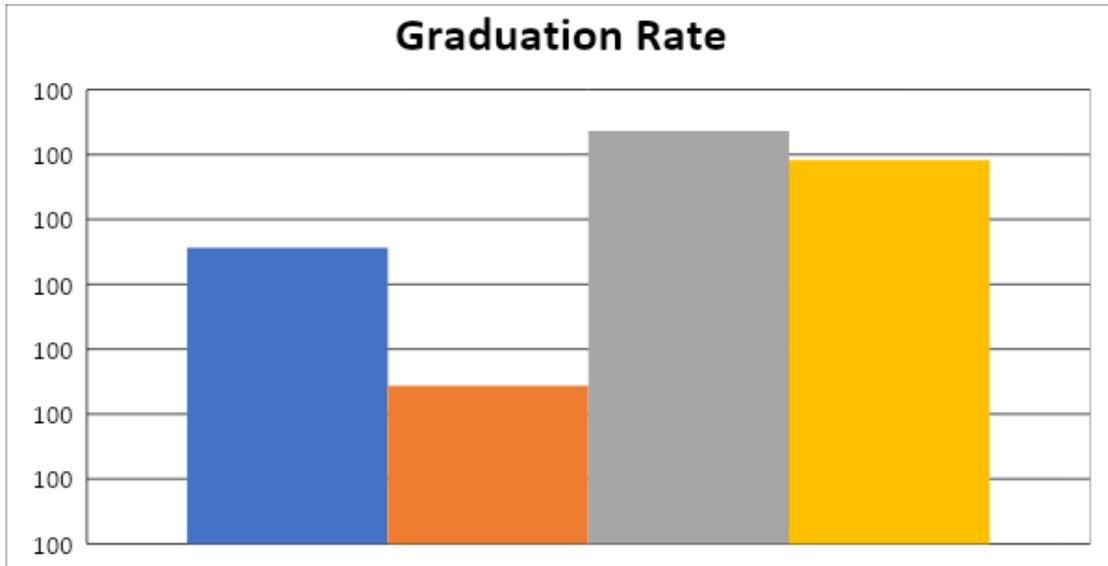


Figure 4. Level of Elementary School Performance in terms of Graduation Rate

Figure 4 shows the level of Elementary School Performance in terms of Graduation Rate. From the Graduation Rate, the year “2020-2021” received the highest scores of 99.87 of the total sample population. With scores of 99.85 of the entire sample population, the year "2021-2022" comes in second. But "2019.-2020" had the lowest scores from the entire sample population, coming in at 99.67.

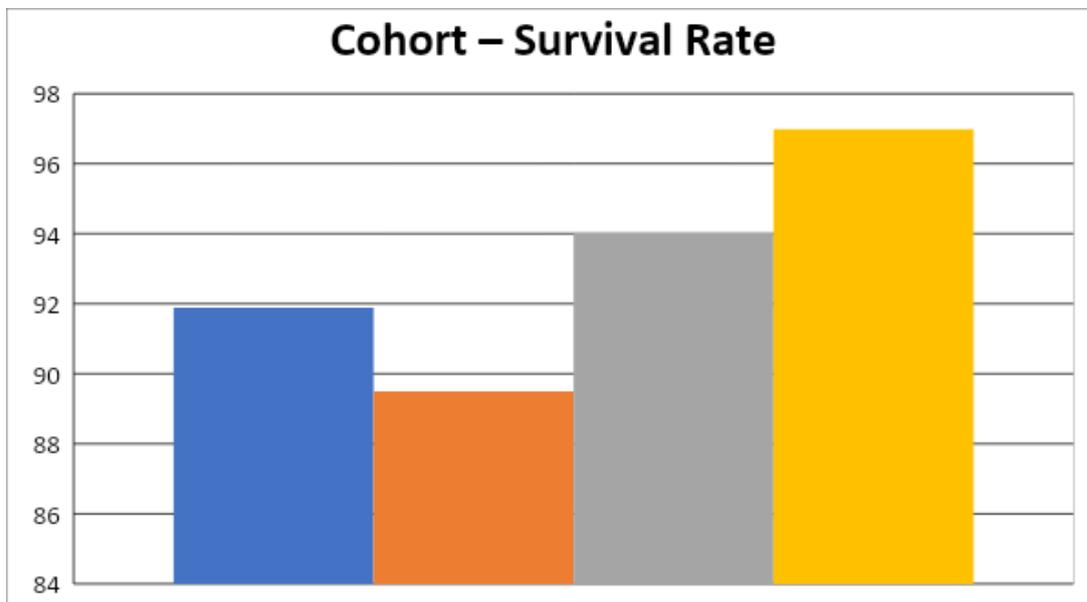


Figure 5. Level of Elementary School Performance in terms of Cohort – Survival Rate

Figure 5 shows the level of Elementary School Performance in terms of Cohort – Survival Rate.

According to the Cohort – Survival Rate, the year “2021-2022” received the highest scores of 96.98 of the total sample population. With scores of 94.02 of the entire sample population, the year "2020-2021" comes in second. But "2019.-2020" had the lowest scores from the entire sample population, coming in at 89.50.

Table 19. Significant Relationship between the Leadership Qualities of the School Heads and the Teacher’s Job Satisfaction

Leadership Qualities of the School Heads	Teacher’s Satisfaction	Job	r-value	Degree Correlation	of p-value	Analysis
Competent	Supervision	Job	0.01	Very Weak	0.886	Not Significant
Visionary			0.05	Very Weak	0.452	Not Significant
Innovative			0.05	Very Weak	0.452	Not Significant
Ethical			0.04	Very Weak	0.459	Not Significant
Strategic Planner			0.07	Very Weak	0.252	Not Significant
Committed			0.00	Very Weak	0.923	Not Significant
Team Oriented			0.00	Very Weak	0.923	Not Significant
Communication Skills			0.05	Very Weak	0.407	Not Significant
Interpersonal Skills			0.03	Very Weak	0.587	Not Significant
Competent	Colleagues	Job	0.04	Very Weak	0.513	Not Significant
Visionary			0.06	Very Weak	0.328	Not Significant
Innovative			0.06	Very Weak	0.328	Not Significant
Ethical			0.04	Very Weak	0.520	Not Significant
Strategic Planner			0.04	Very Weak	0.458	Not Significant
Committed			0.03	Very Weak	0.619	Not Significant
Team Oriented			0.03	Very Weak	0.619	Not Significant
Communication Skills			0.09	Very Weak	0.158	Not Significant
Interpersonal Skills			0.04	Very Weak	0.489	Not Significant
Competent	Working Condition	Job	0.02	Very Weak	0.744	Not Significant
Visionary			0.03	Very Weak	0.597	Not Significant
Innovative			0.03	Very Weak	0.597	Not Significant
Ethical			0.03	Very Weak	0.563	Not Significant
Strategic Planner			0.03	Very Weak	0.630	Not Significant
Committed			-0.04	Very Weak	0.500	Not Significant
Team Oriented			-0.04	Very Weak	0.500	Not Significant
Communication Skills			0.00	No Relationship	0.953	Not Significant
Interpersonal Skills			0.00	No Relationship	0.912	Not Significant
Competent	Pay	Pay	0.05	Very Weak	0.412	Not Significant
Visionary			0.08	Very Weak	0.183	Not Significant
Innovative			0.08	Very Weak	0.183	Not Significant

Ethical		0.13	Very Weak	0.028	Not Significant
Strategic Planner		0.11	Very Weak	0.066	Not Significant
Committed		0.08	Very Weak	0.166	Not Significant
Team Oriented		0.08	Very Weak	0.166	Not Significant
Communication Skills		0.11	Very Weak	0.073	Not Significant
Interpersonal Skills		0.05	Very Weak	0.420	Not Significant
Competent		0.10	Very Weak	0.087	Not Significant
Visionary		0.12	Very Weak	0.055	Not Significant
Innovative		0.12	Very Weak	0.055	Not Significant
Ethical		0.11	Very Weak	0.077	Not Significant
Strategic Planner	Responsibility	0.14	Very Weak	0.022	Not Significant
Committed		0.11	Very Weak	0.064	Not Significant
Team Oriented		0.11	Very Weak	0.064	Not Significant
Communication Skills		0.13	Very Weak	0.037	Not Significant
Interpersonal Skills		0.04	Very Weak	0.437	Not Significant
Competent		0.10	Very Weak	0.087	Not Significant
Visionary		0.12	Very Weak	0.055	Not Significant
Innovative		0.12	Very Weak	0.055	Not Significant
Ethical		0.11	Very Weak	0.077	Not Significant
Strategic Planner	Work Itself	0.14	Very Weak	0.022	Not Significant
Committed		0.11	Very Weak	0.064	Not Significant
Team Oriented		0.11	Very Weak	0.064	Not Significant
Communication Skills		0.13	Very Weak	0.037	Not Significant
Interpersonal Skills		0.04	Very Weak	0.436	Not Significant
Competent		0.04	Very Weak	0.443	Not Significant
Visionary		0.03	Very Weak	0.551	Not Significant
Innovative		0.04	Very Weak	0.443	Not Significant
Ethical		0.07	Very Weak	0.229	Not Significant
Strategic Planner	Advancement	0.10	Very Weak	0.110	Not Significant
Committed		0.07	Very Weak	0.251	Not Significant
Team Oriented		0.07	Very Weak	0.251	Not Significant
Communication Skills		0.06	Very Weak	0.298	Not Significant
Interpersonal Skills		0.00	No Relationship	0.897	Not Significant
Competent		-0.02	Very Weak	0.702	Not Significant
Visionary		0.00	No Relationship	0.909	Not Significant
Innovative	Security	0.00	No Relationship	0.909	Not Significant
Ethical		0.02	Very Weak	0.670	Not Significant
Strategic Planner		0.03	Very Weak	0.568	Not Significant
Committed		0.00	Very Weak	0.948	Not Significant
Team Oriented		0.00	Very Weak	0.948	Not Significant
Communication Skills		-0.01	Very Weak	0.842	Not Significant
					Significant

Interpersonal Skills	-	-0.02	Very Weak	0.729	Not Significant
Competent		-0.10	Very Weak	0.088	Not Significant
Visionary		-0.13	Very Weak	0.037	Not Significant
Innovative		-0.13	Very Weak	0.037	Not Significant
Ethical		-0.13	Very Weak	0.035	Not Significant
Strategic Planner	Recognition	-0.08	Very Weak	0.190	Not Significant
Committed		-0.18	Very Weak	0.003	Not Significant
Team Oriented		-0.18	Very Weak	0.003	Not Significant
Communication Skills		-0.12	Very Weak	0.046	Not Significant
Interpersonal Skills		-0.15	Very Weak	0.014	Not Significant

Scale	Strength
±1.0	Perfect (Positive/Negative) Correlation
±0.80 – 0.99	Very Strong (Positive/Negative) Correlation
±0.60 – 0.79	Strong (Positive/Negative) Correlation
±0.40 – 0.59	Moderate (Positive/Negative) Correlation
±0.20 – 0.39	Weak (Positive/Negative) Correlation
±0.00 – 0.19	Very Weak (Positive/Negative) Correlation
0.0	No Correlation

Table 19 presents the significant relationship between the leadership qualities of the school heads and the teacher’s job satisfaction in terms of Supervision, Colleagues, Working Condition, Pay, Responsibility, Work Itself, Advancement, Security and Recognition.

The results indicate that all of the p-values are higher than the level of significance ($\alpha = 0.05$) and the value of r suggest as very weak positive correlation; hence, the null hypothesis is accepted. Therefore, there is no significant relationship between the leadership qualities of the school heads and the teacher’s job satisfaction as perceived by the respondents.

Table 20. Significant Relationship between the Leadership Qualities of the School Heads and the School Performance.

Leadership Qualities of the School Heads	Teacher’s Job Satisfaction	r-value	Degree of Correlation	of p-value	Analysis
Competent		0.03	Very Weak Relationship	0.599	Not Significant
Visionary		0.02	Very Weak Relationship	0.690	Not Significant
Innovative	Promotion Rate	0.02	Very Weak Relationship	0.690	Not Significant

Ethical		0.02	Very Relationship	Weak	0.686	Not Significant
Strategic Planner		0.02	Very Relationship	Weak	0.698	Not Significant
Committed		-0.01	Very Relationship	Weak	0.827	Not Significant
Team Oriented		-0.01	Very Relationship	Weak	0.827	Not Significant
Communication Skills		-0.03	Very Relationship	Weak	0.639	Not Significant
Interpersonal Skills		-0.02	Very Relationship	Weak	0.720	Not Significant
Competent		-0.04	Very Relationship	Weak	0.565	Not Significant
Visionary		-0.03	Very Relationship	Weak	0.676	Not Significant
Innovative	Retention Rate	-0.03	Very Relationship	Weak	0.676	Not Significant
Ethical		-0.04	Very Relationship	Weak	0.536	Not Significant
Strategic Planner		-0.06	Very Relationship	Weak	0.377	Not Significant
Committed		-0.04	Very Relationship	Weak	0.566	Not Significant
Team Oriented		-0.04	Very Relationship	Weak	0.566	Not Significant
Communication Skills		0.00	Very Relationship	Weak	0.894	Not Significant
Interpersonal Skills		-0.03	Very Relationship	Weak	0.673	Not Significant
Competent		-0.08	Very Relationship	Weak	0.232	Not Significant
Visionary		-0.06	Very Relationship	Weak	0.359	Not Significant
Innovative		-0.06	Very Relationship	Weak	0.359	Not Significant
Ethical		-0.09	Very Relationship	Weak	0.205	Not Significant
Strategic Planner	Drop-Out Rate	-0.07	Very Relationship	Weak	0.297	Not Significant
Committed		-0.04	Very Relationship	Weak	0.539	Not Significant
Team Oriented		-0.04	Very Relationship	Weak	0.539	Not Significant
Communication Skills		-0.06	Very Relationship	Weak	0.349	Not Significant
Interpersonal Skills		-0.07	Very Relationship	Weak	0.294	Not Significant
Competent		0.01	Very Relationship	Weak	0.830	Not Significant

Visionary	Graduation Rate	0.05	Very Relationship	Weak	0.414	Not Significant
Innovative		0.05	Very Relationship	Weak	0.414	Not Significant
Ethical		0.08	Very Relationship	Weak	0.228	Not Significant
Strategic Planner		0.03	Very Relationship	Weak	0.624	Not Significant
Committed		0.01	Very Relationship	Weak	0.797	Not Significant
Team Oriented		0.01	Very Relationship	Weak	0.797	Not Significant
Communication Skills		-0.04	Very Relationship	Weak	0.505	Not Significant
Interpersonal Skills	-0.01	Very Relationship	Weak	0.876	Not Significant	
Competent	Cohort Survival Rate	0.06	Very Relationship	Weak	0.352	Not Significant
Visionary		0.02	Very Relationship	Weak	0.754	Not Significant
Innovative		0.02	Very Relationship	Weak	0.754	Not Significant
Ethical		0.09	Very Relationship	Weak	0.190	Not Significant
Strategic Planner		0.06	Very Relationship	Weak	0.398	Not Significant
Committed		0.04	Very Relationship	Weak	0.519	Not Significant
Team Oriented		0.04	Very Relationship	Weak	0.519	Not Significant
Communication Skills		0.08	Very Relationship	Weak	0.233	Not Significant
Interpersonal Skills		0.09	Very Relationship	Weak	0.197	Not Significant

Scale	Strength
±1.0	Perfect (Positive/Negative) Correlation
±0.80 – 0.99	Very Strong (Positive/Negative) Correlation
±0.60 – 0.79	Strong (Positive/Negative) Correlation
±0.40 – 0.59	Moderate (Positive/Negative) Correlation
±0.20 – 0.39	Weak (Positive/Negative) Correlation
±0.00 – 0.19	Very Weak (Positive/Negative) Correlation
0.0	No Correlation

Table 29 presents the significant relationship between the leadership qualities of the school heads and the school performance in terms of Promotion rate, Retention rate, Drop-Out rate, Graduation rate, Cohort Survival rate.

The results indicate that all of the p-values are higher than the level of significance ($\alpha = 0.05$) and the value of r suggest as Very Weak Positive Correlation; hence, the null hypothesis is accepted. Therefore, there is no significant relationship between the leadership qualities of the school heads and the school performance in terms of promotion rate as perceived by the respondents.

CONCLUSION

The null hypothesis posited that there is no significant relationship between the leadership qualities of the school heads and the teachers job satisfaction is accepted to some extent in this study.

The null hypothesis posited that there is no significant relationship between the leadership qualities of the school heads and the school performance is supported in this study.

RECOMMENDATIONS

Based on the findings, summary and conclusions drawn, the researcher offered the following recommendations:

1. It is recommended that the findings would assist education policy makers, school managers, curriculum developers, course designers and lecturers in discovering the different leadership qualities of school heads that affects teachers' satisfaction and school performance.
2. It is hereby recommended that the school heads maintain a high level of leadership qualities because they have the primary duty and responsibility of achieving the school goals. Compared to other school staff, they require to have some additional capabilities or competencies. Aside from leadership and management skills, school heads must possess different good leadership and personal qualities that might directly or indirectly motivate teachers to perform their duties well and would lead to better teachers performance and higher school performance.
3. School heads must always consider teachers job satisfaction and ensure that teachers have high level of job satisfaction to ensure high teachers performance and high job quality.
4. Though job satisfaction in terms of recognition has very weak positive relation with school heads leadership qualities, teachers' recognition program should be sustained and strengthened.
5. Finally, it is recommended that similar studies be done relating to teachers' job satisfaction and School heads leadership qualities using different leadership variables to find out the leadership competencies or qualities that have direct relation to teachers job satisfaction.

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