

# Supervisory Skills of School Heads and Teachers' Job Satisfaction

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*Abstract* — The study aimed to determine the supervisory skills of school heads and teachers' job satisfaction in the Division of Bohol. Specifically, the profile of supervisory skills of school heads in this new normal as assessed by themselves and on their teachers in terms of: conceptual skills; technical skills; and human skills; 2. Determine the job satisfaction of the teachers in this new normal as assessed by themselves in terms of: supervision; colleagues; working conditions; responsibility; work itself; advancement; security; and recognition. This study employed quantitative method of gathering data. For this, a modified -validated tools were employed. These focused on the assessment of the supervisory skills of the school heads and teachers' job satisfaction in the new normal education. For the first part of the tool, it was answered by both school heads themselves and teachers while in the second part which focused on teachers' job satisfaction, it was answered by teachers only.

In this study, it was found out that even in the minor gaps of rating between school heads and teachers in their supervisory skills, it still end up to being "Exceptional Skills". Furthermore, as to the teachers' job satisfaction, the result shows that teachers in Bohol province division covering the three Congressional Districts manifest high job satisfaction to their teaching job except for recognition. On the other hand, it was found out that there is really a significant difference between the assessment of school heads and teachers to the supervisory skills of school heads. The school heads rated themselves higher compared to that of the ratings given by the teachers. Lastly, result shows significant correlation between the supervisory skills of school heads and job satisfaction of teachers. Specifically, its correlation is described as moderate positive correlation. Meaning, as the supervisory skills of school heads gets higher, so as the job satisfaction of teachers. As the supervisory skills of school heads get exceptional; the high extent of satisfaction is gained by the teachers.

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## I. Introduction

School heads are considered as managers in their respective schools. They have numerous functions subsumed into planning, organizing, directing, controlling and evaluating the activities of the school with the aim of utilizing the available resources optimally in order to achieve school objectives. Furthermore, it is believed that when these functions are performed effectively, it will hasten the realization of the goals of education as stated by Hallinger & Murphy (2013). One of these goals is on providing quality education.

The supervisory skills possessed by the school heads play critical role in ensuring operational efficiency of their schools. To be effective, they need to ensure smooth operation of the school in terms of teaching, sporting and other activities in such a manner that objectives of the school are realized. Adebayo (2004) said that the school is said to be effective when resources are optimally utilized, with enduring operational efficiency, adapting to change routine activities, managing and harmonizing changing situations, flexibility in coping and unpredictable situations and responding to the needs of the school properly.

COVID-19 pandemic which brought global lockdown has tested the supervisory skills of the school heads. As the Modular (Print) Distance Learning is adopted, teachers demand for more technical assistance and consideration from their school heads. Gonser (2020) said that as teachers grapple with teaching remotely while schools are closed, school heads can support their teachers and school communities in critical ways. The adjustment of teaching techniques and strategies in remote instruction badly needs a system where teachers and school heads work hand in hand.

It is in such scenario that Whang (2021) underscores that the school heads and teachers must brace themselves to be competent enough to cater the demand of their expected duties. Furthermore, Bona (2020) stressed that a doing-well educational system is founded on highly satisfied teachers in their job. The situation of both school heads and teachers in the new normal calls for exceptional supervisory skills of the school heads and high job satisfaction of the teachers. These two human capital in the system if armored enough; they can surely arrive to its main mission of quality education.

In Bohol Province Division, where Modular (Print) Learning Modality is adopted, school heads and teachers are not spared with these pressures and challenges that triggered them to raise their level of responsibility and accountability most especially in this challenging journey of delivering instruction in today's new normal education.

With all the situations aforementioned, the researcher is interested in exploring the profile of supervisory skills of the school heads and the teachers' job satisfaction in the new normal. From this study, this will unveil the reality of the supervisory skills of schools' heads in Bohol in the new normal as it is challenged by numerous demands in the execution of their function as instructional supervisors. It will be an avenue to examine aspects of their strengths and weaknesses. From the result, it will be a baseline on what proposed training design to be made to address the weak aspect of their supervisory skills.

Furthermore, for the second variable which is the teacher's job satisfaction in the same context of the new normal, this study will examine and identify weak points among the eight subscales of job satisfaction. From the result, it will be the basis on what training design be made to give remediation to aspects which are under control to the school heads.

## II. Methodology

This study used quantitative method of gathering data. For this, a modified -validated tools were employed. These focused on the assessment of the supervisory skills of the school heads and teachers’ job satisfaction in the new normal education. For the first part of the tool, it was answered by both school heads themselves and teachers while in the second part which focused on teachers’ job satisfaction, it was answered by teachers only.

The researcher used a multi-stage stratified random sampling in getting the respondents of the study. This came up to 935 school principals and 1,003 public elementary teachers coming from 57 districts which sum up to 1,938 respondents of this study. For Congressional District 1 has (16 districts), with 1919 elementary school teachers, with a sample size of 321; Congressional District 2 has (20 districts) with 3,175 elementary teachers with a sample size of 343 and for Congressional District 3 has (21 districts) and has a total of 2864 elementary school teachers with a sample size 339. This came up a total of 1003 elementary school teachers. Furthermore, for the school principals, all of them, the 935 school heads were covered in the study.

This study used two instruments (Part I and Part II) answered through online survey via google forms. For the supervisory skills of school heads, the part one of the instrument, a modified instrument originally extracted from an 18-item validated tool that is a PDF file of Chapter 3 on Skills Approach which is a result of a comprehensive skill—based model of leadership that was advanced by Mumford and his colleagues (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000; Yammarino 2000) published in [www.sagepub.com/northouse6e](http://www.sagepub.com/northouse6e). The 18 items were evenly distributed to the three skills namely the technical, human and conceptual skills. Each of this skill is assigned to have 6 items. Before this instrument was administered, it underwent a three-round pilot-testing process after it earned the result of acceptable and excellent as per Cronbach’s Alpha validity test has revealed. This was answered by both school heads and teachers.

To facilitate the interpretation of the computed mean for respondents’ assessment on supervisory skills, the following rating scale with their corresponding interpretations was used:

<b>Weight</b>	<b>Mean Ranges</b>	<b>Response</b>	<b>Interpretation</b>
5	4.21 – 5.00	I Always Do This	Exceptional Skill
4	3.41 – 4.20	I Frequently Do This	Very Good Skill
3	2.61 – 3.40	I Inconsistently Do This	Fair Skill
2	1.81 – 2.60	I Infrequently Do This	Poor Skill
1	1.00 – 1.80	I Never Do This	Very Poor Skill

Secondly, Part II of the instrument is a modified 45-item test extracted from a validated tool which was officially developed by Lester, P. E. (1987). Its modification focuses on the new normal context. This material was published and is free for download via [trace.tennessee.edu/trace@utk.edu](http://trace.tennessee.edu/trace@utk.edu) bearing the title of The Development and factor analysis of the

Teacher Job Satisfaction Questionnaire. Educational and Psychological Measurement, 47(1), 223-233. The 45 items of this instrument were evenly distributed to the eight subscales which was assigned with 5 items each. Same with the first part of the instrument, it underwent a three-round pilot-testing process after it earned the result of acceptable and excellent as per Cronbach's Alpha validity test has revealed. This was answered by teachers only.

In interpreting their responses, the researcher followed the rating scale:

Weight	Mean Ranges	Response	Interpretation
5	4.21 – 5.00	Strongly Agree	Highly Satisfied
4	3.41 – 4.20	Agree	Satisfied
3	2.61 – 3.40	Neutral	Sometimes Satisfied
2	1.81 – 2.60	Disagree	Dissatisfied
1	1.00 – 1.80	Strongly Disagree	Highly Dissatisfied

### III. Results and Discussion

T Table 1 presents the distribution of responses of the school heads and teachers in the Bohol Province Division with regards to the school heads technical skills, conceptual skills and human skills. The data shows that the school heads and teachers do really vary their perceptions yet there are also instances when they do have rating which belongs to one description. This scenario speaks of the idea of Johari's window.

**Table 1. Supervisory Skills (Technical, Conceptual and Human Skills) of School Heads as Assessed by Themselves and their Teachers**

#### TECHNICAL SKILLS

As the principal, I...	School Heads		Teachers		Average	
	Score	Description	Score	Description	Score	Description
1. am able to assist teachers in the systematic reproduction of Learning Activity Sheets and Self-Learning Modules before each quarter begins.	4.16	Very Good Skill	3.40	Fair Skill	3.78	Very Good Skill
2. am able to provide solutions to problems such as the issue of internet connection of teachers especially when attending zoom meetings, webinar and others.	4.21	Exceptional Skill	3.65	Very Good Skill	3.93	Very Good Skill
3. rest assured that I have elaborated well the new trends and changes in the new normal (e.g. grading system, the target competencies based on MELC)	4.17	Very Good Skill	3.85	Very Good Skill	4.01	Very Good Skill
4. see to it that I am able to conduct regular Learning Action Cell (LAC) to teachers through limited face to face or even virtual mode to	4.29	Exceptional Skill	3.70	Very Good Skill	4.00	Very Good Skill

address problems teachers met during the administration of LAS/SLMs.						
5 am doing my part so as not to affect my class in the normal process of retrieval and distribution process of LAS/SLMs, when teacher is called for his/her expertise to the division or district.	4.00	Very Good Skill	4.08	Very Good Skill	4.04	Very Good Skill
6. am doing my part so as not to affect class in the normal process of retrieval and distribution process of LAS/SLMs, when my teacher is called for her expertise to the division or district.	4.30	Exceptional Skill	4.21	Exceptional Skill	4.26	Exceptional Skill
<b>COMPOSITE MEAN</b>	<b>4.19</b>	<b>Very Good Skill</b>	<b>3.82</b>	<b>Very Good Skill</b>	<b>4.01</b>	<b>Very Good Skill</b>

### CONCEPTUAL SKILLS

Criteria	School Heads		Teachers		Average	
As the principal, I...						
1. use challenges, gaps and issues in the new normal mode of education as case studies to improve the school system.	4.18	Very Good Skill	4.23	Very Good Skill	4.21	Exceptional Skill
2. stay tuned and up-to-date to any mandate so that my school together with teachers won't be left behind to the changes of the new normal.	4.41	Exceptional Skill	4.33	Exceptional Skill	4.37	Exceptional Skill
3. seek outside knowledge to my fellow administrators and reflect those which are applicable to the context of my environment especially in adjusting some things in the modular print setting.	4.23	Exceptional Skill	3.90	Very Good Skill	4.07	Very Good Skill
4. work out strategies for the organization's growth as the new normal education is adopted.	4.62	Exceptional Skill	4.43	Exceptional Skill	4.53	Exceptional Skill
5. put emphasis in a crafting a realistic and timely school vision and mission which reflects the DepEd core values.	4.50	Exceptional Skill	4.39	Exceptional Skill	4.45	Exceptional Skill
6. put high importance on including in the Annual Procurement Plan (APP), the items needed to materialize the needs in delivering the remote instruction.	4.58	Exceptional Skill	4.43	Exceptional Skill	4.51	Exceptional Skill
<b>Composite Mean</b>	<b>4.42</b>	<b>Exceptional Skill</b>	<b>4.29</b>	<b>Exceptional Skill</b>	<b>4.36</b>	<b>Exceptional Skill</b>

**HUMAN SKILLS**

Criteria As the principal, I....	School Heads		Teachers		Average	
	1. am considerate to teachers who failed to comply reports on time due to their health concerns.	4.20	Very good skill	3.87	Very good skill	4.04
2. listen to teachers' issues and concerns e.g. (no available printers, no internet connection, no android phone to which could save/download helpful apps which lead to some delay of the process.	4.30	Exceptional Skill	3.78	Very good skill	4.04	Very good skill
3. put high value to a smooth interpersonal relationship among teachers, parents and stakeholders.	4.47	Exceptional Skill	4.42	Exceptional Skill	4.45	Exceptional Skill
4. am active to different group chats (PTA, Faculty, Grievance Committee and other related GCs) in order to know what's going on and be ready to give reconciliation to any issues which arise.	4.54	Exceptional Skill	4.52	Exceptional Skill	4.53	Exceptional Skill
5. help the teachers in elaborating/discussing the new way of selecting academic awardees to avoid gap/misunderstanding especially that in the new normal.	4.54	Exceptional Skill	4.51	Exceptional Skill	4.53	Exceptional Skill
6. give chance to each teacher to speak and share their ideas before arriving a decision for the school may it be financial, a proposed project or an issue encountered by the school whether from learners or parents issues.	4.46	Exceptional Skill	4.49	Exceptional Skill	4.48	Exceptional Skill
<b>COMPOSITE MEAN</b>	4.42	Exceptional Skill	4.27	Exceptional Skill	4.35	Exceptional Skill

Scale:	Description	Interpretation
1.00-1.80	- I NEVER do this	very poor skill
1.81-22.60	- I INFREQUENTLY	poor skill
2.61-3.40	- I INCONSISTENTLY do this	fair skill
3.41-4.20	- I FREQUENTLY do this	very good skill
4.21- 5.00	- I ALWAYS do this	exceptional skill

Table 1 clearly shows the difference and gaps of ratings between the teachers and school heads. As presented though they reach in the same range of score under "I always do this", there is still that observable gap on their ratings specifically in the points of their weighted mean. For the school heads, they have this rank of the conceptual and human as first which garnered the same weighted mean from the school heads themselves and followed by technical skills. On the other hand, in ranking the weighted mean from the ratings of the teachers, it shows conceptual ranks the highest followed by human and lastly the technical skills. There maybe have a similarity of the rank when it comes to the rating but as a whole when teachers and school heads ratings are combined, conceptual comes first, followed by human and lastly the technical skills.

However, if we try to look on to the differences and gaps, there is that uniformity that school heads really rate themselves higher compared to teachers' rate. For technical skills, the

school heads rating has a weighted mean of 4.19 while as to teachers it is just 3.82. For the human skills, the school heads rate themselves with a mean of 4.42 yet for the teachers it is just 4.27. Lastly, for the conceptual skills, school heads rate reached to a mean of 4.42 while teachers only rate with 4.29.

**Table 2. Job Satisfaction of Teachers in terms of Supervision, Colleagues, Working Conditions, Responsibility, Work Itself, Advancement, Security, Recognition**

Statements	Average	
	Weighted Mean	Interpretation
<b>SUPERVISION</b>		
My immediate supervisor. ....		
1. offers suggestions to make a systematic way of materializing the modular print mode of learning for my learners.	4.46	Highly Satisfied
2. gives me assistance when I am in virtual mode of attending meetings and in complying reports.	4.47	Highly Satisfied
3. treats everyone equitably in giving consideration during this pandemic whether it be health issues or scarcity of resources related to work.	4.44	Highly Satisfied
4. aids with improving instruction through discussing the need to enhance learning materials.	4.46	Highly Satisfied
5. makes available the material I need for the reproduction of modules.	4.36	Highly Satisfied
<b>Composite Mean</b>	4.44	Highly Satisfied

Statements	Average	
	Weighted Mean	Interpretation
<b>COLLEAGUES</b>		
1. I get along well with my colleagues even in virtual mode of conversations.	4.66	Highly Satisfied
2. I like the people with whom I work though we are not like before who have seen and talked every day.	4.62	Highly Satisfied
3. My colleagues stimulate me to do better work through sharing their expertise especially on resolving problems related to computer, laptops and printers.	4.55	Highly Satisfied
4. My colleagues provide me with suggestions or feedback about my way of administering the retrieval, distribution of SLMs and the whole process of the new learning modality.	4.45	Highly Satisfied
5. I have made lasting friendship among my colleagues even amidst in the new normal.	4.62	Highly Satisfied
<b>Composite Mean</b>	4.58	Highly Satisfied

Statements	Average	
	Weighted Mean	Interpretation
<b>WORKING CONDITIONS</b>		
1. Working condition in my school can still be improved to ensure safety and security of all faculty and staff.	4.57	Highly Satisfied
2. The administration in my school clearly defines its policies especially in the giving emphasis of the safety health protocols against COVID-19.	4.47	Highly Satisfied
3. Working conditions in my school are favorable in teachers' part as it upholds alternative work arrangement.	4.51	Highly Satisfied
4. Physical surroundings in my school are favorable in the field of sanitation, disinfection, social distancing and on strict observance of wearing face masks and face shields.	4.44	Highly Satisfied
5. Working conditions in my school are good as a whole even in challenges and limitations in the new normal set -up.	4.50	Highly Satisfied
<b>Composite Mean</b>	4.50	Highly Satisfied

Statements	Average	
	Weighted Mean	Interpretation
<b>RESPONSIBILITY</b>		
1. I am responsible for every details in the distributed Self-Learning Modules (SLMs) to my learners.	4.71	Highly Satisfied
2. Teaching in the new learning modality provides me the opportunity to help my students learn in new perspective.	4.76	Highly Satisfied
3. I do have responsibility for my teaching especially in the new normal education where learners are in the great challenge of their learning process.	4.79	Highly Satisfied
4. I am responsible for my actions and responses as I reach out my learners thru social media, facebook, messenger or even thru phone texts or calls.	4.79	Highly Satisfied
5. I am interested in the policies of my school especially in adhering the safety health protocols as the new normal way of learning is adopted.	4.67	Highly Satisfied
<b>Composite Mean</b>	4.74	Highly Satisfied

Statements	Average	
	Weighted Mean	Interpretation
<b>WORK ITSELF</b>		
1. Teaching in the new normal provides an opportunity to use a variety of skills.	4.73	Highly Satisfied
2. I do have the freedom to make my own decisions on how to be innovative enough to sustain the interest of the learners.	4.59	Highly Satisfied
3. Teaching in the new normal is a very interesting work as it challenges every teacher to give its fullest fruition of his/her ability to maintain the attentiveness and diligence of the learners to answer their SLMs/LAS.	4.67	Highly Satisfied
4. Teaching encourages originality.	4.60	Highly Satisfied
5. Teaching leads me to be creative.	4.69	Highly Satisfied
<b>Composite Mean</b>	4.66	Highly Satisfied

Statements	Average	
	Weighted Mean	Interpretation
<b>ADVANCEMENT</b>		
1. Teaching provides me with an opportunity to advance professionally.	4.63	Highly Satisfied
2. Teaching provides me the chance to develop new methods.	4.67	Highly Satisfied
3. I am getting ahead in my present teaching position.	4.36	Highly Satisfied



4. Teaching provides an opportunity for promotion.	4.51	Highly Satisfied
5. Teaching provides a good opportunity for advancement.	4.59	Highly Satisfied
<b>Composite Mean</b>	4.55	Highly Satisfied

Statements	Average	
	Weighted Mean	Interpretation
<b>SECURITY</b>		
1. This teaching job provides me a secured future.	4.59	Highly Satisfied
2. The Magna Carta for Teachers spells out the assurance of my security of tenure.	4.53	Highly Satisfied
3. I am aware that being employed as a teacher is an opportunity for me to gain security for my family too especially during times of calamities.	4.51	Highly Satisfied
4. Teaching provides me with financial security.	4.42	Highly Satisfied
5. I feel the assurance of being valued in the department.	4.47	Highly Satisfied
<b>Composite Mean</b>	4.50	Highly Satisfied

Statements	Average	
	Weighted Mean	Interpretation
<b>RECOGNITION</b>		
1. I receive recognition from my immediate supervisor.	4.22	Highly Satisfied
2. Innovations that I developed are given due credit.	4.08	Satisfied
3. I receive full recognition for my successful teaching.	4.13	Satisfied
4. I am recognized by the capabilities I have to be part of the operation in the organization's success.	4.20	Satisfied
5. My immediate supervisor praised my good teaching.	4.38	Highly Satisfied
<b>Composite Mean</b>	4.20	Satisfied

Scale:	Description	Interpretation
1.00 – 1.80	- Strongly Disagree	Strongly Dissatisfied
1.81 – 2.60	- Disagree	Dissatisfied
2.61 – 3.40	- Neutral	Sometimes Satisfied
3.41 – 4.20	- Agree	Satisfied
4.21 – 5.00	- Strongly Agree	Highly Satisfied

Table 2 presents the job satisfaction of teachers in the eight subscales measured. The result shows that teachers in Bohol province division covering the three Congressional Districts manifest high job satisfaction to their teaching job except for recognition. This result gives positive impact knowing that teachers are still in the mood of accomplishing high performance as they have still gained high job satisfaction even in the new normal. The onset of limited face-to-face classes would not be a problem as this catalyst of change, the teachers, are still motivated, conditioned and directed to strong commitment of their work.

The result is in consonance with the statement of (Weasmer & Woods, 2004) that when a teacher is highly satisfied with their job, their job performance improves, retention and student achievement increase, and collaboration is promoted. This is also supported by Bogler (2002) as he claimed that teachers' high job satisfaction is a determinant of teacher commitment, and, in turn, a contributor to school effectiveness. Therefore, in order to increase teacher motivation and performance, school systems and school leaders must learn what factors are related to low teacher job satisfaction. In this case based on the result

**Table 3. Difference in Supervisory Skills as Perceived by School Heads and Teachers**

Groups	Statistical Data		df	T-Statistic			Calculated Probability	
				Obtained Value	Critical Value	Decision	P-value	Description
School Heads	Mean	4.35	17	2.4939	2.0595	Reject the null hypothesis	0.01947	significant at p<.05
	Standard Deviation	0.18						
	Variance	0.03						
Teachers	Mean	4.12	17	2.4939	2.0595	Reject the null hypothesis	0.01947	significant at p<.05
	Standard Deviation	0.35						
	Variance	0.12						

Table 3 shows the statistical data showing and proving that the null hypothesis is rejected since the p-value of 0.02 is lesser than .05. This means that there is really a significant difference between the assessment of school heads and teachers to the supervisory skills of school heads. The school heads rated themselves higher compared to that of the ratings given by the teachers. As discussed earlier, this result resembles Johari's window model on the blind spots of ourselves. Sometimes, one thinks what he/she has acted is what is really seen outside.

**Table 4. Correlation Between Supervisory Skills of School Heads and Job Satisfaction of Teachers**

Variables	Mean	N	Pearson (r) Value	Description	Calculated Probability	
					Value	Description
Supervisory Skills of School Heads	4.12	976	0.51	moderate positive correlation	<.0001	significant at p<.05
Job Satisfaction of Teachers	4.42					

Table 4 shows that there is a significant correlation between the supervisory skills of school heads and job satisfaction of teachers. Specifically, its correlation is described as moderate positive correlation. Meaning, as the supervisory skills of school heads gets higher, so as the job satisfaction of teachers. As the supervisory skills of school heads get exceptional; the high extent of satisfaction is gained by the teachers.