
Management Competence of School Heads and Level of Satisfaction of the Elementary Teachers in Kananga II District

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ABSTRACT

This study determined the significant relationship between the management competence of school heads and level of satisfaction of teachers in Kananga II District in the Schools Division of Leyte. A proposed enhancement plan was formulated based on the result of the study. A descriptive-correlational design was used in this study to investigate the relationship between Leadership Style and level of satisfaction of Elementary Teachers. This design makes it possible to evaluate both variables in a methodical manner, which makes it easier to investigate any possible correlations between them. This study attempts to shed light on the degree to which leadership styles relates to the level of satisfaction of teachers. The relationship Between the Management Competence of Head Teachers, level of satisfaction of Teachers and Office Performance & Commitment Review Form (OPCRF) of Head teachers. When assessing the dynamics within educational institutions, it is essential to comprehend the linkages between factors, especially with regard to managerial competency and its effect on important outcomes such as head teachers' performance and teacher satisfaction. The results of statistical tests evaluating the correlations between these variables are shown in Table 6, which sheds light on the importance and strength of these interactions.

Based from the results, it shows that Management Competence vs. Satisfaction, the substantial positive association between managerial competency and teacher satisfaction is indicated by the correlation coefficient. At a significance level of 0.05, the computed value is more than the table value rejecting the null hypothesis (H_0) and establishing a statistically significant connection. This shows that greater levels of teacher satisfaction in the classroom are correlated with higher levels of management competency while on the Management Competence vs. Office Performance and Commitment Review Form (OPCRF), Similarly, managerial competency and head teachers' performance as determined by the OPCR form have a substantial positive association. Null Hypothesis is rejected because the computed value is greater than the table value, showing a significant association. According to this research, head teachers who possess greater managerial competency also typically exhibit higher performance and commitment levels in their administrative capacities. The findings shown in Table 4 highlight the crucial role that management competency plays in affecting head teachers' performance and teacher satisfaction in educational settings. These strong relationships imply that managerial and leadership abilities improve organizational results and create a favorable atmosphere for administrators and teachers alike.

Based from the results in table 4 implies that presents strong evidence of the significant correlation between management competency and important outcomes in learning environments. Through exhibiting robust relationships with head teachers' performance and teacher satisfaction, management competency becomes evident as a critical component in fostering favorable organizational dynamics and accomplishing learning goals. These results highlight how

crucial it is to support educational leaders' managerial and leadership growth in order to create a positive and effective learning environment. This thorough examination provides insightful information about how organizational success and leadership efficacy interact in the field of education.

Keywords — Management Competence

School Heads

Teachers' Satisfaction

I. INTRODUCTION

The development of instructional leadership abilities is essential for improving the caliber of education and motivating teachers. Instructional leaders enable teachers to thrive in their positions, motivate student accomplishment, and add to the overall success of the educational institution by creating a cooperative and encouraging environment. Developing instructional leadership abilities is a crucial investment for fostering an environment of excellence and guaranteeing that every student achieves their goals.

Teachers are encouraged to set high standards for both themselves and their students when they are part of an instructional leadership culture that promotes accountability and excellence. Teachers strive for continuous improvement, continuously improve their teaching practices, and adapt to changing educational needs through coaching, collaborative reflection, and ongoing feedback.

By providing teachers with the necessary tools and creating a positive learning atmosphere, instructional leadership is essential in influencing the state of education. It includes a variety of abilities and approaches meant to enhance teaching methods and, eventually, student results. The importance of instructional leadership abilities in enhancing teacher performance and its influence on the whole learning process are also covered.

A teacher's confidence, motivation, and job satisfaction can all be greatly enhanced by effective instructional leadership. Instructional leaders enable teachers to apply research-based practices, try out novel teaching strategies, and take charge of their own professional development by offering direction, support, and resources.

School and specifically teachers are expected to provide a high-quality education to all students. The constantly changing field of education is very challenging. Teachers need support and guidance to assist them as they learn to be successful educators in the classroom (Billingsley, Israel, & Smith, 2011).

Teachers who are supported by effective instructional leadership are more likely to feel appreciated, inspired, and content in their positions. Since teachers are more likely to stick at a school where they feel supported and have opportunities for professional growth, this can therefore result in higher rates of teacher retention. To summarize, the significance of instructional leadership skills lies in their ability to enhance student performance, foster teacher growth, improve schools, establish a positive school climate, make data-driven decisions, enforce accountability, and increase teacher satisfaction and retention. By placing a high priority on instructional leadership, schools can establish learning environments that benefit both educators and students.

Effective instructional leaders use data to inform decision-making processes related to curriculum, instruction, and assessment. By analyzing student performance data and other relevant metrics, instructional leaders can identify areas of strength and areas for improvement, guiding instructional planning and resource allocation. By setting high expectations, providing constructive feedback, and establishing clear performance standards, instructional leaders promote accountability and professionalism among teachers.

Research has found that teachers who have higher levels of satisfaction have higher commitment to the profession and are less likely to leave the field of education to pursue other career choices (Larkin, Brantley-Dias, & Lokey-Vaga, 2016). It was being observed that there were teachers in Kananga District II who were not really satisfied in the delivery of the different key result areas which were resulted to a low performance that has attributions to School heads. It also underscores a critical area which focuses on the relationship the School heads and Teachers. Thus, this is one of the reasons why the researcher is trying to pursue his study in finding new ways and means to help teachers improve their performance specially to those teachers for improving educational outcomes and fostering a supportive work environment within the school community.

This study determined the significant relationship between the management competence of school heads and level of satisfaction of teachers in Kananga II District in the Schools Division of Leyte. A proposed enhancement plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

What is the management competence of School Heads in terms of Human Resource Management?

What is the level of satisfaction of elementary teachers?

Is there a significant relationship between the management competence of School Heads and level of satisfaction of teachers in Kananga II District?

What enhancement plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 - There is no significant relationship between the management competence of School Heads and level of satisfaction of teachers in Kananga II District.

II. METHODOLOGY

Design. A descriptive-correlational design was used in this study to investigate the relationship between Leadership Style and level of satisfaction of Elementary Teachers. This design makes it possible to evaluate both variables in a methodical manner, which makes it easier to investigate any possible correlations between them. This study attempts to shed light on the degree to which leadership styles relates to the level of satisfaction of teachers. The researcher believes that the design is right and fitting to push through with this study on managerial competence of School Heads in relation to the teachers satisfaction using statistical analysis and validated assessment instruments. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the significant relationship between the between managerial competence of the School Head vis a vis to the Teachers' Satisfaction. The main local of the study are all the Elementary School in Kananga II District. The information for the analysis was gathered using three (3) distinct survey instruments: The research instruments used in the study are the School Heads Management Competence Survey Questionnaires, Satisfaction of Teachers Questionnaire (Allan Mohran Jr Robert A. Cooke and Susan Albers Mohran (1977). The proposed Enhancement Plan was taken based on the findings of the study.

Sampling. There were 91 total number respondents who are included in the study. The respondents of the were the 9 School Head and 82 Teachers were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

Research Procedure. The researcher prepared the research design which is the descriptive-correlational research design and tools to gauge the level of satisfaction of teachers. The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Schools Division of Leyte for approval in conducting the study to the said school, After which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) in Kananga District II for hereto be notified.

The researcher was distributed the researcher survey questionnaires to the teacher-in-charge to be answered by the teachers. After one month, the questionnaires was retrieved and consolidated and will be subjected to statistical treatment using Pearson's-r. Data was collated and submitted to appropriate statistical treatment.

The results were analyzed and interpreted in order to find out if there were significant relationship between the Motivational skills of School Principal to the performance and attitude of teachers. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent in Schools Division of Leyte being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Orientation of the participants was done. Answering and retrieval of the research tools followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers were done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

The Simple Percentage and weighted mean was employed to determine the management competence of School Principal, level of satisfaction,

Pearson r Moment Correlation Coefficient was used to test the relationship between Managerial Competence of School Head in relation to the Level of Satisfaction of Teachers.

III. RESULTS AND DISCUSSION

TABLE 1
MANAGEMENT COMPETENCE OF SCHOOL HEADS IN TERMS OF HUMAN RESOURCE MANAGEMENT

HUMAN RESOURCE MANAGEMENT	WEIGHTED MEAN	INTERPRETATION
1. makes others feel good to be around him/her	3.65	Very High
2. expresses with a few simple words what the team could and should do	3.70	Very High
3. enables others to think about old problems in new ways	3.69	Very High
4. helps others develop themselves	3.73	Very High
5. tells others what to do if they want to be rewarded for their work	3.64	High
6. seems satisfied when others meet agreed-upon standards	3.78	Very High
7. is content to let others continue working in the same ways as always	3.71	Very High
8. has the complete faith of others working for him/her	3.64	Very High
9. provides appealing images about what the team can do	3.80	Very High
10. provides others with new ways of looking at puzzling things	3.74	Very High
11. provides feedback to others about how he/she feels they are doing	3.85	Very High
12. provides recognition/rewards when others reach their goals	3.67	Very High
13. does not try to change anything as long as things are working	3.70	Very High
14. is OK with whatever others want to do	3.79	Very High
15. has followers who are proud to be associated with him/her	3.72	Very High
16. helps others find meaning in their work	3.79	Very High
17. gets others to rethink ideas that they had never questioned before	3.72	Very High
18. gives personal attention to others who seem rejected	3.81	Very High
19. calls attention to what others can get for what they accomplish	3.73	Very High
20. tells others the standards they must know to carry out their work	3.84	Very High
21. asks no more of others than what is essential	3.65	Very High
AVERAGE	3.73	Very High

Legend: 3.25- 4.00 – Very High
 2.50- 3.24 - High
 1.75-2.54 – Low
 1.00-1.74- Very Low

Table 1 presents the Management Competence of School Heads in terms of Human Resource Management. The ability of school administrators to effectively navigate the complexities of human resource management is a prerequisite for effective management in educational institutions. Table 1 provides a thorough breakdown of the many aspects of this important skill as seen by school community stakeholders. From creating a positive work environment to giving precise feedback and acknowledgment, each criterion in the table has been painstakingly examined using weighted mean scores that classify performance from "Very Low" to "Very High."

Based on the findings of the study, it shows that in the Positive Influence and Communication, Items such as making others feel good to be around and expressing clear directives contribute significantly to creating a positive work environment (3.65 and 3.70, respectively). On the Innovative Thinking and Development, School leaders excel in fostering innovation having a weighted mean of 3.69 and facilitating the personal growth of their staff with 3.73. Meanwhile, on the Feedback and Recognition, Providing constructive feedback have a weighted mean of 3.8 and timely recognition (3.67) are identified as strong leadership traits. Furthermore, on the Adaptability and Support, Leaders show adaptability by allowing established methods to continue (3.71) and providing support to those feeling rejected (3.81). Lastly, on the clarity in Expectations, Clear communication of standards (3.84) ensures alignment and effectiveness in task execution.

The findings from Table 1 underscore several pivotal competencies that distinguish effective school heads. Notably, these leaders excel in fostering positive influence and clear communication (3.65 and 3.70, respectively), which are pivotal in cultivating a cohesive and motivated team environment. Moreover, their strengths extend to innovative thinking (3.69) and facilitating personal growth (3.73) among staff, indicating a proactive approach to nurturing talent and driving organizational development. Additionally, their ability to adapt to existing methods (3.71) while providing crucial support to team members (3.81) highlights their agility and empathy in leadership.

Overall, the average weighted mean score of 3.73 across all criteria signifies a consistently high level of management competence among school leaders. This collective strength not only affirms their proficiency in traditional managerial duties but also underscores their role in fostering a supportive, innovative, and growth-oriented culture within educational institutions. By leveraging these competencies, school heads effectively enhance organizational effectiveness, foster a positive school climate, and set a benchmark for exemplary leadership in educational settings.

Based from the results in table 1, it implies that from the average weighted mean of 3.73 across all criteria indicates a consistently high level of management competence among school heads in human resource management. This suggests that they not only excel in traditional managerial roles but also in fostering a supportive and innovative work environment conducive to growth and achievement. effectively leveraging their interpersonal skills, ability to innovate, and commitment to supporting their teams, these leaders play a crucial role in enhancing organizational effectiveness and fostering a positive school culture. This comprehensive assessment provides valuable insights into the strengths and areas of excellence that characterize effective leadership in educational settings.

TABLE 2

SATISFACTION OF TEACHERS

	INTRINSIC	WEIGHTED MEAN	INTERPRETATION
1	1.The feeling of self-esteem or self-respect you get from being in your job	4.86	Very High

2	2.The opportunity for personal growth development in your job	4.98	Very High
3	3.The feeling of worthwhile accomplishment in your job	4.80	Very High
4	4.Your present job when you consider the expectations you had when you took the job	4.91	Very High
5	5.The amount of respect and fair treatment you receive from your supervisors	4.89	Very High
6	6.The feeling of being informed in your job	4.91	Very High
7	7.The amount of supervision you receive	4.91	Very High
8	8.The opportunity for participation in the determination of methods, procedures, and goals	4.98	Very High
	AVERAGE	4.91	Very High

Legend: 4.21- 5.00 – Very High
 3.41- 4.20 - High
 2.61-3.40 – Average
 1.81-2.60- Low
 1.00-1.80- Very Low

The Level of Satisfaction of Teachers towards their different Key Result Areas. Teacher satisfaction has a direct impact on morale, productivity, and overall performance, making it an essential component of how well educational institutions operate. A thorough evaluation of teacher satisfaction across a number of intrinsic criteria as reported by educators in the classroom is shown in Table 2. Based on its weighted mean score, each criterion is assessed and interpreted in relation to categories that range from "Very Low" to "Very High."

Based from the results in table 2, it shows that in Self-Esteem and Personal Growth, teachers express remarkably high levels of satisfaction with the opportunity for personal improvement (4.98) and self-esteem (4.86) that their work provide. The significance of career development and professional fulfillment in the teaching profession is highlighted by these elements. While Accomplishment and Expectations, Among teachers, the sense of meaningful achievement (4.80) and the fit between expectations and reality (4.91) are critical factors influencing total job satisfaction. While on the area where Respect and Fair Treatment, there is a supportive and courteous work atmosphere evident in the high level of satisfaction (4.89) that teachers report with the respect and fair treatment they receive from their supervisors. Lastly, Communication and Participation, the school community's culture of empowerment and transparency is reflected in the students' satisfaction with the ability to participate in decision-making processes (4.98) and with being informed about job-related concerns (4.91).

Based from the results on table 2, these implies that the remarkable levels of pleasure that educators have expressed about the fundamental elements of their work. These results emphasize how important intrinsic motivators are in helping educators feel satisfied with their jobs, including self-worth, personal development, achievement, and encouraging work settings. Educational institutions can improve student success, teacher retention, and morale by identifying and supporting these elements. This thorough analysis offers insightful information about the elements of a happy and productive teaching career. Furthermore, The results indicate that instructors in the examined locations are overwhelmingly satisfied, with an exceptional average weighted mean of 4.91 across all parameters. This suggests that teachers view supportive and empowering relationships with their superiors in addition to finding intrinsic fulfillment and possibilities for professional development in their jobs.

TABLE 3
OPCRF OF HEAD TEACHERS

RANGE	DESCRIPTOR	FREQUENCY	PERCENTAGE
4.55-5.00	OUTSTANDING	7	78
4.00-4.54	VERY SATISFACTORY	2	22
3.55-3.99	SATISFACTORY	0	0
2.55-2.59	FAIRLY SATISFACTORY	0	0
1.55-1.99	DID NOT MEET EXPECTATION	0	0
TOTAL		9	100
AVERAGE		4.69	OUTSTANDING

Table 3 shows the Office Performance and Commitment Review Form (OPCRF) of Head Teachers. An essential component of evaluating head teachers' efficacy and leadership in educational institutions is analyzing their office performance and commitment. Table 3 provides a detailed overview of the ratings given to head teachers using a structured review form. The ratings are categorized into two groups based on the performance standards of the head teachers: "Outstanding" and "Did Not Meet Expectations." The data shows the frequency and percentage distribution of these ratings.

Based from the results in table 3, High Performance Ratings with 78% of head teachers receive ratings of "Outstanding," which is the highest rating possible having the scores ranging from (4.55–5.00). This shows a sizable percentage of excellent performance in leadership positions, demonstrating proficiency and efficacy in their supervisory duties while in the Very Satisfactory Performance Only a small but significant portion of head teachers—22%—are classified as "Very Satisfactory," indicating a strong performance level between 4.00 and 4.54. This serves to further emphasize the need for high performance to meet all of the assessed criteria consistently. Lastly, the absence of Lower Rating notably, none of the head instructors were given ratings in the lower levels of "Fairly Satisfactory," "Did Not Meet Expectations," or "Satisfactory," indicating that none of the evaluated people had performance issues.

Based from the results in table 3 implies that head teachers' performance and commitment review, emphasizing their largely excellent performance as determined by defined criteria. These results highlight how important strong leadership is to fostering organizational success in learning environments. Head teachers are essential in creating an environment that is favorable to learning, development, and the general growth of the school because they uphold high standards of performance and dedication. Insights into the strengths and efficacy of head teachers' leadership practices are provided by this evaluation, which is crucial for the advancement of educational leadership in the long run.

TABLE 4
**TEST OF RELATIONSHIP BETWEEN THE MANAGEMENT COMPETENCE OF HEAD TEACHERS,
 LEVEL OF SATISFACTION OF TEACHERS AND OPCRF**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
MANAGEMENT COMPETENCE VS SATISFACTION	0.75	3.234	1.663	Reject Ho	Significant Relationship
MANAGEMENT COMPETENCE VS OPCRF	0.82	3.911	1.881	Reject Ho	Significant Relationship

Table 4 validates the relationship Between The Management Competence of Head Teachers, level of satisfaction of Teachers and and Office Performance & Commitment Review Form (OPCRF) of Head teachers. When assessing the dynamics within educational institutions, it is essential to comprehend the linkages between factors, especially with regard to managerial competency and its effect on important outcomes such as head teachers' performance and teacher satisfaction. The results of statistical tests evaluating the correlations between these variables are shown in Table 4, which sheds light on the importance and strength of these interactions.

Based from the results on table 4, it shows that Management Competence vs. Satisfaction, the substantial positive association between managerial competency and teacher satisfaction is indicated by the correlation coefficient (r) of 0.75. At a significance level of 0.05, the computed value of 3.234 is more than the table value of 1.663, rejecting the null hypothesis (Ho) and establishing a statistically significant connection. This shows that greater levels of teacher satisfaction in the classroom are correlated with higher levels of management competency while on the Management Competence vs. Office Performance and Commitment Review Form (OPCRF), Similarly, managerial competency and head teachers' performance as determined by the OPCRF form have a substantial positive association (r = 0.82). Null Hypothesis is rejected because the computed value of 3.911 is greater than the table value of 1.881, showing a significant association. According to this research, head teachers who possess greater managerial competency also typically exhibit higher performance and commitment levels in their administrative capacities. The findings shown in Table 4 highlight the crucial role that management competency plays in affecting head teachers' performance and teacher satisfaction in educational settings. These strong relationships imply that managerial and leadership abilities improve organizational results and create a favorable atmosphere for administrators and teachers alike.

Based from the results in table 4 implies that presents strong evidence of the significant correlation between management competency and important outcomes in learning environments. Through exhibiting robust relationships with head teachers' performance and teacher satisfaction, management competency becomes evident as a critical component in fostering favorable organizational dynamics and accomplishing learning goals. These results highlight how crucial it is to support educational leaders' managerial and leadership growth in order to create a positive and effective learning environment. This thorough examination provides insightful information about how organizational success and leadership efficacy interact in the field of education.

IV. CONCLUSION

Based from the findings this study, The significant influence that management proficiency has on important outcomes in educational settings. The OPCRf performance evaluations of head teachers, teacher satisfaction, and managerial competence were found to be significantly correlated. These findings demonstrate how crucial strong managerial and leadership abilities are to improving organizational dynamics and accomplishing learning objectives. They stress how crucial it is to help educational leaders cultivate strong management skills in order to create a happy and effective learning environment, which will eventually increase institutional performance and stakeholder satisfaction. This thorough analysis highlights the crucial connection between educational achievements and leadership efficacy, arguing for continued investment in leadership development within educational landscape.

V. RECOMMENDATIONS

1. The Enhancement plan should be implemented to all school heads that could improve the level of satisfaction of teachers.
2. Teachers are essential to the learning process and can gain a lot from supportive leadership. It is advised that educators make an effort to interact with school administrators who exhibit effective leadership. They ought to offer input on leadership techniques that enhance their happiness and efficacy in the classroom. Teachers can also push for professional development programs that emphasize developing school administrators' leadership skills.
3. It is important for school administrators to continually enhance their leadership and management skills. They can accomplish this by taking part in seminars, workshops, and leadership development programs that prioritize strategic planning, effective communication, and team building. In order to improve overall school performance, school leaders should also cultivate a cooperative and encouraging climate where teacher criticism is recognized and taken into consideration.
4. In order to support the educational environment, parents are essential. It is advised that parents take an active role in communicating with the administration of the school in order to learn how good management techniques benefit their kids' academic and personal growth. They ought to support programs that foster strong leadership and a supportive school climate and push for accountability and openness in school administration.
5. Leadership development programs should be given top priority by district and education supervisors at all levels within their respective jurisdictions. Through specialized professional development programs, they ought to offer school administrators the tools and assistance they need to improve their management skills. These supervisors should also regularly evaluate the success of their leadership using measures like teacher satisfaction and performance reviews to pinpoint areas that need to be improved and best practices that can be implemented in other schools.
6. The Chief Education Supervisor, as the head of the highest level of educational governance, should advocate for policies that place a high priority on leadership development as a fundamental component of educational reform. It is recommended that resources be assigned and structures put in place to facilitate continuous leadership development and mentorship initiatives for school administrators. The Chief Education Supervisor can make sure that educational institutions are prepared to meet the changing demands of students, instructors, and the community by encouraging a culture of continual growth in leadership competencies.
7. Regarding the aforementioned, the researcher is granting those future leaders the permission to carry out an identical investigation to verify the accuracy of the findings.

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