

School Heads' Well-Being and Management Practices on Teachers' Job Performance and Satisfaction in the Context of DepEd Order no.2, Series 2024

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Abstract - School heads' well-being and management practices are essential in fostering a supportive environment for effective teaching and learning. This study investigated the well-being of school heads and their management practices in relation to teachers' job performance and satisfaction within the framework of DepEd Order No. 2, s. 2024. A descriptive-correlational research design was employed, involving 450 respondents, comprising 24 school heads and 426 teachers, from various Schools Division Offices across Region XII. Standardized survey instruments were used to assess school heads' well-being, management practices, and teachers' job performance and satisfaction. Findings revealed no statistically significant relationships between school heads' management practices and teachers' job performance, nor between school heads' well-being and teachers' job satisfaction. Although specific management practices—such as budgeting resources and establishing linkages—showed moderate negative correlations with teacher performance, these were not statistically significant. Likewise, the well-being indicators of school heads demonstrated weak correlations with teacher job satisfaction, indicating a limited direct impact on teacher morale. Despite the absence of significant correlations, the implementation of DepEd Order No. 2, s. 2024 was perceived positively, particularly in empowering school heads to focus more on instructional leadership by delegating administrative tasks. Teachers reported improvements in professional efficacy, autonomy, and job satisfaction. These suggest that other contextual factors such as school culture, and equitable workload. The study recommends institutionalization of wellness programs for school heads, enhancement of leadership training, equitable workload distribution for teachers, and the expansion of recognition and professional growth initiatives to support educational effectiveness and personnel well-being.

Index term: Job Perform, Job Satisfaction, Management Practices, Well-being

I. INTRODUCTION

School leaders constitute the backbone of their institutions, and their optimal functioning and well-being are essential for effective school administration. While school heads report elevated levels of stress, they also experience a significant sense of personal accomplishment and minimal depersonalization. As Cutajar (2020) illustrates, the cumulative data suggest that high stress levels may be masked by the enthusiasm and engagement often demonstrated by school leaders.

Teachers, as the foundation of the educational system, depend on effective leadership to foster a positive and conducive work environment. Clear communication, support for professional development, and a collaborative culture are frequently associated with higher levels of job performance and satisfaction. However, these factors do not occur in isolation; rather, they are intrinsically linked to the well-being and leadership style of school heads. Recognizing and addressing this interplay is vital for cultivating an educational system that responds to the needs of both educators and learners.

In recent years, teachers have also faced an increased administrative workload alongside their core instructional responsibilities. Across the globe, educators are often tasked with administrative duties that detract from their primary role as facilitators of learning (Junio, 2024).

To address this concern, the Department of Education (DepEd) issued Order No. 2, series of 2024, which mandates the immediate removal of administrative tasks from public school teachers, allowing them to focus exclusively on teaching. Under this directive, teachers are no longer responsible for functions such as personnel administration, financial management, or oversight of programs like the school clinic, feeding initiatives, and disaster risk reduction efforts. These responsibilities have been reassigned to school heads and non-teaching personnel, thereby enabling teachers to concentrate on instructional duties. This initiative forms part of DepEd's broader commitment to improving teacher welfare and enhancing the quality of education.

In Region XII, also known as the SOCCSKSARGEN region, the educational landscape is marked by its cultural diversity, varying resource availability, and socio-economic conditions.

Despite the growing recognition of the importance of school heads' well-being and management practices, a gap remains in the literature concerning their direct impact on teachers' performance and satisfaction. This study seeks to address that gap by examining the relationship between school heads' well-being, their management practices, and the extent to which these factors influence teachers' job performance and satisfaction.

Furthermore, given the limited research on school heads' well-being and management practices, this study aims to explore how these elements relate to teachers' job performance and satisfaction, particularly in light of the recent removal of administrative tasks as mandated by DepEd Order No. 2, series of 2024.

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II. METHODOLOGY

This study described the well-being and management practices of school heads on teachers' job performance and satisfaction in the context of DepEd Order no.2, s. 2024 in Region 12, using a descriptive and correlational research design. A total of 450 participants specifically twenty four (24) school heads and 426 teachers in four(4) provinces and four (4) cities in Region 12. The modified survey questionnaires from the research of Madera and Torres (2023) underwent rigorous validation from the experts before data gathering. The research instrument of Sucion (2024) in management practices and the research instrument of Junio (2024) in teachers job performance and satisfaction was fully adopted. The questionnaire was composed of five Parts. Part I, about Respondents profile, Part II- School heads Well-being, Part III-Management Practices Part IV -Teachers Job Performance, Part V, Teachers' Job Satisfaction. The questions were answered based on the given instructions from each variable. Each variable employed different scales to measure the perceptions of the respondents. The inter-rater approach was followed to ensure the questionnaire's validity and reliability. Data were gathered through the actual administration of researcher and enumerators. The data generated by the research instrument were recorded, analysed, and interpreted using suitable statistical tools such as mean, Standard Deviation and Correlation Pearson (r) were employed.

III. RESULT AND DISCUSSION

This chapter presents the results, analysis, and interpretation of the data gathered, following the sequence of the research questions posed in the study. It systematically discusses the key findings related to the well-being and management practices of school heads, as well as their relationship to teachers' job performance and satisfaction.

Table I. Extent of School heads Mental and Physical Well-being in SOCCSARGEN Region

Indicator	Mean	SD	Verbal Description
Psychosomatic Symptoms	2.25	0.95	High
Stress and Burn-out	2.77	0.79	High
Overall Mean	2.51	0.69	High

As presented, the computed overall mean score (M = 2.51, SD = 0.69) corresponds to the verbal interpretation "high," indicating that school heads occasionally experience physical and mental stress. The relatively low standard deviation implies consistency in responses, suggesting a shared experience of moderate well-being challenges among participants.

This composite measure includes two subcategories: Psychosomatic Symptoms and Stress and Burnout. For Psychosomatic Symptoms, the mean score was 2.25 (SD = 0.95), indicating that school heads sometimes experienced physical manifestations of stress,

such as headaches, fatigue, irritability, and sleep disturbances..

On the other hand, the Stress and Burnout component registered the highest mean (M = 2.77, SD = 0.79), pointing to a more pronounced and consistent concern among school heads. This implies that while school heads may occasionally experience physical symptoms of stress, the emotional and psychological toll of leadership responsibilities under current educational policies, such as DepEd Order No. 2, s. 2024, is notably more intense and prevalent.

These findings underscore the complex demands placed on school heads and reinforce earlier studies linking school leadership roles with chronic stress and burnout. Ridenour (2023) noted that sustained administrative responsibilities can compromise sleep quality, reduce resilience, and impair both decision-making and interpersonal effectiveness. Additionally, Torres et al. (2024) emphasized the role of sleep hygiene in mitigating stress and improving cognitive functioning. Their study highlights that educators benefit significantly from sleep routines that include avoiding digital screens before bed, reducing caffeine intake, and adhering to consistent sleep schedules.

Therefore, the findings point to an urgent need for targeted interventions to support school heads' well-being. These may include institutional wellness programs, mental health resources, workload management strategies, and organizational policies that foster work-life balance. Supporting school heads in this regard not only benefits their personal health but may also enhance their capacity to effectively lead, motivate, and sustain high teacher performance and satisfaction within their schools.

Table II. Extent of Affective Well-Being of School Heads in SOCCSARGEN Region

Affective Well-Being	Mean	SD	Verbal Description
Job Satisfaction with Profession	3.08	0.58	High
Job Satisfaction with Current Working Environment	3.75	0.52	Very High
Positive Affects	3.84	0.28	Very High
Sense of Purpose	3.87	0.35	Very High
Overall Mean	3.62	0.43	Very High

School heads demonstrate generally high levels of affective well-being. They are satisfied with their profession (M = 3.08, SD = 0.58) and current workplace (M = 3.62, SD = 0.43), consistently experiencing positive emotions while on duty (M = 3.84, SD = 0.28).

The highest indicator of their well-being is their strong sense of purpose (M = 3.87, SD = 0.35), signifying that they find deep meaning and direction in their work. Ultimately, high affective well-being is crucial for effective and resilient school leadership. These findings are consistent with existing literature on educational leadership. For instance, the Wallace Foundation (2021) emphasized that effective school principals significantly influence positive school outcomes, such as increased student achievement and improved teacher retention. These successes, in turn, enhance principals' job satisfaction and reinforce their sense of purpose in the profession. Similarly, Schäfer et al. (2023) found that

despite facing substantial job demands, school leaders often report high levels of job satisfaction. Their ability to find meaning in their roles and their positive impact on their schools contribute to maintaining high levels of affective well-being..

Table III. Extent of School Heads' Cognitive Well-Being in SOCCSARGEN Region

Cognitive Well-Being	Mean	SD	Verbal Description
Capacity to Concentrate.	3.87	0.25	Very High
Efficacy in School Management.	3.68	0.66	Very High
Efficacy in instruction.	3.65	0.85	Very High
Efficacy in Teachers' Engagement.	3.78	0.56	Very High
Overall Mean	3.74	0.38	Very High

School heads exhibit a very high level of cognitive well-being (overall mean = 3.74, SD = 0.38), consistently demonstrating strong cognitive abilities in their roles.

Their capacity to concentrate is particularly high ($M = 3.87$, $SD = 0.25$), indicating sustained focus crucial for leadership. They also perceive themselves as highly effective in school management ($M = 3.68$, $SD = 0.66$), instruction ($M = 3.65$, $SD = 0.85$), and teacher engagement ($M = 3.78$, $SD = 0.56$).

These consistently high scores reflect their perceived competence and readiness to handle complex responsibilities. These findings suggest that school heads perceived themselves as highly effective in managing classrooms, delivering instructional leadership, and engaging teachers, which are essential components of successful school leadership.

The consistently high scores across these cognitive well-being indicators reflect the respondents' ability to meet the cognitive demands of school leadership. These findings highlight the school heads' perceived competence and cognitive readiness to handle complex responsibilities, which is integral to fostering a positive school environment and improving educational outcomes.

The very high cognitive well-being levels among school heads in DepEd Region XII, align with the findings of Grissom et al. (2021), who emphasized the importance of leadership focus and instructional efficacy in promoting positive school outcomes. Similarly, Nguyen et al. (2020) affirmed that principal effectiveness in teachers' engagement and instructional leadership is crucial in fostering school improvement. (Leithwood and Jantzi, 2008) also underscored the significance of cognitive competencies in enabling school leaders to make informed decisions and effectively manage instructional practices.

Table IV. Extent of School Heads' Social Well-Being in SOCCSARGEN Region

Social Well-Being	Mean	SD	Verbal Description
Relationships with colleagues	3.94	0.14	Very High
Relationship with Superior	3.76	0.82	Very High
Feelings of trust	3.87	0.21	Very High
Overall Mean	3.83	0.28	Very High

The data reveal that an overall mean score of 3.83 was obtained, with a standard deviation of 0.28, interpreted as "Very High."

This result indicates that school heads in DepEd Region XII experience a significant degree of positive social interactions and supportive relationships within their professional environment.

These findings imply that the respondents benefit from strong collegial connections, mutual trust, and effective supervisory support—elements that are vital for fostering a healthy school culture and promoting job satisfaction.

Moreover, this high level of social well-being reflects a professional climate grounded in collaboration, respect, and trust—factors consistently associated with improved leadership performance and school outcomes (Leithwood et al., 2020). When school heads operate in an environment where social relationships are strong and supportive, they are more likely to lead effectively and sustain their motivation in the face of challenges.

In addition, positive social relationships serve as a buffer against the common stressors and demands of school leadership. As Grissom and Condon (2021) point out, these relationships act as a protective factor contributing to school heads' overall well-being and professional fulfillment. Therefore, maintaining healthy workplace relationships is not only beneficial for the individuals involved but also for the broader educational environment they influence.

Table V. Extent of Well-being of School Heads in SOCCSARGEN Region

Indicators	Mean	SD	Verbal Description
Mental and Physical Well-being.	2.51	0.69	Very High
Affective Well-being.	3.89	0.22	Very High
Cognitive Well-being.	3.74	0.38	Very High
Social Well-being.	3.83	0.28	Very High
Overall Mean	3.49	.39	Very High

The overall mean score of 3.49 ($SD = 0.39$) reflects a very high level of well-being among the respondents. This suggests that, in general, school heads in the region experience a positive sense of well-being in their professional lives.

However, looking at the individual dimensions, Physical and Mental Well-Being registered the lowest mean score of 2.51 ($SD = 0.69$). Although still classified as very high, this score is noticeably lower than the others. The higher standard deviation also indicates that responses varied more in this area—some school heads may be coping well, while others might be struggling with stress, fatigue, or other health-related concerns. This signals the need to give more focused attention to their physical and mental wellness.

In contrast, Affective Well-Being recorded the highest mean of 3.89 ($SD = 0.22$), showing that most school heads feel emotionally positive and stable. The low standard deviation here suggests a shared experience among the

respondents—they generally feel motivated, satisfied, and emotionally supported in their roles.

Cognitive Well-Being also showed strong results, with a mean score of 3.75 (SD = 0.38). This implies that school heads feel mentally sharp, capable of solving problems, and actively engaged in their work—an encouraging sign for the overall functioning of schools in the region.

These findings are consistent with previous studies on school leadership. Cutajar (2020) emphasized that the well-being of school heads is crucial for school success, as it impacts not only their own performance but also that of the teachers and students they lead. While school leaders often report experiencing high levels of stress, many still feel accomplished in their roles. This suggests that personal commitment and a sense of purpose can help offset some of the pressures they face.

Ghamrawi (2022) further noted that school heads who feel appreciated and supported by their superiors tend to report higher levels of well-being. Regular recognition, open communication, and reasonable expectations from governing bodies go a long way in helping school heads maintain a healthy work-life balance.

These results show that school heads in Region XII generally enjoy a well-rounded sense of well-being. However, the lower scores in physical and mental health indicate that there is room for improvement. Providing more targeted support in this area—such as wellness programs, counseling services, or workload management strategies—could help ensure that school heads not only perform well but also thrive in their roles.

Level of Management Practices of School Heads in Region XII

The second research problem focuses on assessing the management practices of school heads in Region XII, as perceived by both teachers and the school heads themselves. Specifically, it examines key areas of leadership and management, including setting directions, developing people, structuring workplace conditions, developing the school education program, budgeting resources, and establishing linkages. A total of 450 participants responded to the survey, providing valuable insights into how these management practices are being implemented. The table presents the mean scores for each area, reflecting the extent to which these practices are carried out in the participating schools.

Table VI. Level of Management Practices of the School Heads in SOCCSARGEN Region

Factors	Mean Ratings	SD	Verbal Description
Setting Directions	4.73	0.39	Excellent
Developing People	4.72	0.42	Excellent
Structuring Working Conditions	4.78	0.39	Excellent
Developing the School Education Programs	4.66	0.41	Excellent
Budgeting Resources	4.74	0.38	Excellent
Establishing Linkages	4.60	0.39	Excellent
Mean	4.71	0.33	Excellent

School heads in Region XII demonstrate an excellent level of management practices (grand mean = 4.71, SD = 0.33). This indicates their consistent high performance across key leadership dimensions, including setting directions, developing people, structuring workplace conditions, developing educational programs, budgeting, and establishing linkages.

This strong capacity in leadership responsibilities likely contributes to improved school functioning, better teacher support, and positive student outcomes. This finding aligns with the work of Leithwood et al. (2020), who emphasized that high-performing school leaders significantly influence school effectiveness—particularly when they excel in setting directions and supporting staff development. Similarly, Hallinger (2011) highlighted that effective school leadership is closely tied to establishing a clear vision and building teachers' professional capacity, both of which are evident in the leadership practices observed in this study.

In addition, the findings resonate with Bush and Glover (2014), who underscored that strong leadership practices are central to enhancing teaching and learning outcomes. The consistent excellence demonstrated by school heads in Region XII supports these perspectives, confirming that strategic and effective leadership plays a vital role in achieving educational success.

The data confirms that school heads in Region XII are effectively leading their communities, contributing meaningfully to educational advancement.

Level of Teachers' Job Performance in terms of Control, Autonomy, and Efficacy

The third research problem aims to assess the level of teachers' job performance in relation to control, autonomy, and efficacy as perceived by teachers in Region XII. The survey garnered responses from a total of 426 participants..

Table VII. Level of Teachers' Job Performance in SOCCSARGEN Region

Factors	Mean Ratings	SD	Verbal Description
Control	4.29	0.63	Very Satisfactory
Autonomy	4.27	0.61	Very Satisfactory
Efficacy	4.33	0.62	Very Satisfactory
Mean	4.29	0.57	Very Satisfactory

Teachers in Region XII demonstrate "Very Satisfactory" job performance** (overall mean = 4.29, SD = 0.57), particularly excelling in areas where they have greater influence and independence. Efficacy received the highest rating (M = 4.33, SD = 0.62), indicating teachers' strong confidence in achieving educational goals and managing classrooms. "Control" (M = 4.29, SD = 0.63) and "autonomy" (M = 4.27, SD = 0.61) also rated highly, reflecting their perceived involvement in decision-making and freedom in instructional approaches.

These high ratings suggest that "reducing administrative workload positively impacts teacher performance", allowing them to focus on core instructional duties. The findings align with a growing body of literature emphasizing the importance of

autonomy, control, and self-efficacy in enhancing teacher motivation and performance. A study by Worth and Van den Brande (2020), conducted by the National Foundation for Educational Research (NFER), found that teachers who perceived greater autonomy in their professional development reported higher job satisfaction and were more likely to remain in the profession. In fact, 85% of teachers with high autonomy expressed intentions to stay in teaching, compared to only 50% of those with low autonomy.

Similarly, Toropova et al. (2021) emphasized that both autonomy and self-efficacy are key predictors of teacher satisfaction and retention. When teachers are empowered to make instructional decisions and are trusted as professionals, they tend to be more engaged, committed, and effective in their roles—echoing the findings of this study.

Further reinforcing this finding, a 2024 policy report by Teach First, as cited by The Guardian, recommended increasing planning time and offering flexible work arrangements as strategies to improve working conditions. These recommendations directly target the enhancement of teacher autonomy and efficacy, both of which are associated with improved job performance and student outcomes.

The above data affirm that supporting teachers by minimizing administrative burdens and promoting professional agency significantly contributes to their effectiveness and well-being. Investing in these areas is beneficial not only for educators but also for the overall quality of education delivered in schools. Ultimately, supporting teachers by minimizing administrative burdens and promoting professional agency significantly contributes to their effectiveness and well-being, benefiting the overall quality of education.

Level of Teachers' Job Satisfaction Pertaining to Quality of Classroom Instruction, Professional Satisfaction, Workload, and Scheduling

The fourth research problem aims to assess the level of teachers' job satisfaction in relation to four key areas: quality of classroom instruction, professional satisfaction, workload, and scheduling, as perceived by teachers in Region XII. A total of 426 participants responded to the survey, providing valuable insights into how these dimensions influence their overall job satisfaction. The table below the mean scores reflecting the respondents' perceptions of their satisfaction across the different aspects of their professional experience.

Table VIII. Teachers' Job Satisfaction Levels across Key Factors in SOCCSARGEN Region

Factors	Mean Ratings	SD	Verbal Description
Quality of Classroom Instruction	4.33	0.62	Very High
Professional Satisfaction	4.34	0.62	Very High
Workload	4.34	0.63	Very High
Scheduling	4.23	0.62	Very High
Mean	4.31	0.58	Very High

Teachers in Region XII report very high job satisfaction (overall mean = 4.31, SD = 0.58), positively viewing their working conditions, particularly professional satisfaction, workload, and instructional

quality. This contentment largely stems from reduced administrative tasks, leading to improved work-life balance and focus on teaching.

This aligns with research emphasizing that manageable workloads, supportive leadership, and teacher autonomy significantly boost job satisfaction and retention (Toropova et al., 2021; Collie, 2021; Worth & Van den Brande, 2020). Even with minor variations in specific areas, the overall trend confirms that minimizing administrative burdens and supporting core instructional functions are crucial for fostering teacher satisfaction, performance, and long-term retention.

Relationship between School Heads' Well-being and Teachers' Job Performance in Region XII

Table presents the results of the Pearson product-moment correlation coefficient analysis conducted to determine whether a significant relationship exists between school heads' well-being and teachers' job performance. The analysis examined the association between the overall well-being scores of school heads and the job performance ratings of their teachers.

Table IX. Correlational Analysis between the School Heads' Well-being and Teachers' Job Performance

Well-being	Pearson's r	df	p-value
Physical and Mental	0.302	6	0.467
Emotional	-0.231		0.582
Cognitive	-0.503		0.204
Social	-0.294		0.480

No statistically significant relationship was found between school heads' well-being and teachers' job performance. Physical and Mental Well-being: Weak positive correlation ($r = .302$, $p = .467$), but not significant. Affective Well-being: Weak negative correlation ($r = -.231$, $p = .582$), not significant. Cognitive Well-being: Moderate negative correlation ($r = -.503$, $p = .204$), not significant. Social Well-being: Weak negative correlation ($r = -.294$, $p = .480$), not significant.

This means that, in this study, variations in school heads' well-being were not directly associated with changes in teacher performance. This aligns with previous research suggesting that while school leaders' well-being is important for school climate, its impact on teacher performance is often indirect, mediated by factors like leadership practices, interpersonal relationships, and organizational support (Brackett et al., 2019; Beusaert et al., 2021; Mahfouz, 2018).

Therefore, while school heads' well-being is crucial for the overall school ecosystem, its direct, isolated impact on teacher job performance appears limited without strong, supportive leadership and favorable school conditions.

Table X. Correlational Analysis between the School Heads' Management Practices and Teachers' Job Performance

Management Practices	Pearson's r	df	p-value
Setting Direction	-0.20	6	0.641
Developing People	-0.31		0.455
Structuring Workplace Condition	-0.21		0.619
Developing the School Education Program	-0.17		0.696
Budgeting Resources	-0.50		0.208
Establishing Linkages	-0.43		0.287
Overall Mean	-0.36		0.382

There is no statistically significant correlation between school heads' management practices and teachers' job performance. Across all six dimensions of management (setting direction, developing people, structuring workplace conditions, developing school education programs, budgeting resources, and establishing linkages), the correlations were weak to moderate and consistently not statistically significant (all p-values > .05). For example, setting direction showed a weak negative correlation ($r = -.20$, $p = .641$), and budgeting resources had a moderate negative correlation ($r = -.50$, $p = .208$), but neither was significant. The overall average correlation was $-.36$ with a p-value of .382.

This suggests that, in the studied sample, school heads' management practices do not directly or significantly influence teacher job performance. Other factors, such as teacher motivation, resources, or the work environment, may be more impactful. This finding aligns with research indicating that leadership's effect on teacher performance is often indirect, requiring strong motivational and environmental support (Nguyen & Hunter, 2018; Zhang & Liu, 2020; Beausaert et al., 2021). It also highlights a need to reassess current leadership strategies to better support teacher productivity.

Relationship between School Heads' Well-being and Teachers' Job Satisfaction in Region XII

Table XI presents the results of the correlation analysis conducted to examine the relationship between school heads' well-being and teachers' job satisfaction across four components: physical and mental, affective, cognitive, and social well-being

Table XI. Correlational Analysis between the School Heads' Well-being and Teachers' Job Satisfaction.

Well-Being	Pearson's r	df	p-value
Physical and Mental	0.278	6	0.506
Emotional	-0.251		0.549
Cognitive	-0.469		0.241
Social	-0.103		0.808

There is no statistically significant correlation between school heads' well-being and teachers' job satisfaction across any of the four assessed domains (physical/mental, affective, cognitive, social). All correlations were weak to moderate, but their p-values exceeded the .05 significance level. This suggests that, in the current sample, school heads' well-being variations aren't directly linked to teacher job satisfaction. Future research with larger, more diverse samples should explore other influential factors like work environment quality, leadership style, professional growth opportunities, and fair compensation.

These findings align with studies indicating that leaders' well-being indirectly impacts teacher outcomes, often mediated by leadership practices and organizational climate (Beausaert et al., 2021; Leithwood & Azah, 2017; Nguyen & Hunter, 2018). Therefore, fostering a supportive and empowering school culture may be more crucial for enhancing teacher job satisfaction than focusing solely on the well-being of school heads.

Relationship between School Heads' Management Practices and Teachers' Job Satisfaction in Region XII

Table XII shows the results of the correlational analysis that looked into whether school heads' management practices are linked to how satisfied teachers feel with their jobs in Region XII. This part of the study explored six key areas of leadership—setting direction, developing people, structuring workplace conditions, developing the education program, budgeting resources, and building linkages—and how each one might relate to teachers' overall job satisfaction. The goal was to better understand whether the way school heads manage and lead has a meaningful influence on how teachers view their roles and experiences in the workplace.

Table XII. Correlational Analysis between the School Heads' Management Practices and Teachers' Job Satisfaction

Management Practices	Pearson's r	df	p-value
Setting Direction	-0.022	6	0.959
Developing People	-0.231		0.581
Structuring Workplace Condition	-0.107		0.800
Developing the School Education Program	-0.111		0.794
Budgeting Resources	-0.334		0.418
Establishing Linkages	-0.408		0.316
Overall Mean	-0.254		0.544

There is no statistically significant correlation between school heads' management practices and teachers' job satisfaction. Across all six dimensions of management, correlations were negligible to weak negative (ranging from $r = -.022$ to $-.408$), but none reached statistical significance (all p-values > .05). The overall mean Pearson's r was $-.254$ with a p-value of .544, indicating no significant relationship.

This suggests that, in this study, school heads' management practices don't directly impact teachers' job satisfaction. Other factors, such as intrinsic motivation, compensation, workload, work-life balance, peer support, and overall school climate, likely play a more substantial role. This aligns with research indicating that leadership's

influence on teacher satisfaction is often indirect, mediated by motivational factors, collegiality, professional accomplishment, and workload stress (Tran et al., 2020; Lambrechts et al., 2019; Collie et al., 2015; Yıldırım, 2014). Ultimately, fostering a supportive and empowering work environment may have a greater impact than administrative actions alone.

IV. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This study, involving 24 school heads and 426 teachers in DepEd Region XII, examined the influence of school heads' well-being and management practices on teacher job performance and satisfaction.

School heads demonstrated positive well-being across all dimensions (physical, mental, affective, cognitive, social), with an overall mean of 2.51 (SD = 0.39), indicating resilience despite demanding roles. School heads also showed high management proficiency (M = 4.71, SD = 0.33), effectively leading in areas like setting direction, developing people, and budgeting. Teachers reported "very satisfactory" job performance (M = 4.29, SD = 0.57), feeling highly effective due to increased control, autonomy, and efficacy, particularly benefiting from reduced administrative tasks. Teachers also reported very high job satisfaction (M = 4.31, SD = 0.58), positively impacted by professional satisfaction, workload management, and streamlined scheduling.

Despite these positive individual findings, no statistically significant relationship was found between school heads' well-being or management practices and teachers' job performance or satisfaction. School heads' well-being and teacher job performance: Weak, non-significant correlations were observed across all well-being domains. This suggests that while heads' well-being contributes to school climate, its direct impact on teacher performance is minimal without effective leadership strategies. School heads' management practices and teacher job performance: Weak to moderate negative, non-significant correlations were found. This implies teacher performance is more influenced by factors like motivation, resources, and school culture than by management practices alone.

School heads' well-being and teacher job satisfaction: Weak, non-significant correlations across all well-being domains. This indicates that other factors, such as compensation, career development, or collegial support, might play a more central role in teacher satisfaction.

School heads' management practices and teacher job satisfaction: A weak negative, non-significant association was found. This reinforces that leadership actions alone may not suffice; contextual and intrinsic motivators are crucial for teacher satisfaction.

CONCLUSION

In Region XII, school heads demonstrate strong well-being and management practices, enabled by supportive policies that reduce administrative burdens and allow

focus on instructional leadership. This fosters an environment where schools can thrive.

Teachers, in turn, report enhanced professional efficacy and autonomy, along with high job satisfaction. This is largely attributed to reduced administrative workloads, allowing them to concentrate on core instructional duties and leading to higher-quality educational experiences. Initiatives like efficient scheduling and minimized bureaucracy significantly boost teacher morale.

However, the study found no significant relationship between school heads' well-being or management practices and teachers' job performance or satisfaction. This suggests that while leadership is crucial, other personal or environmental factors may have a stronger influence on teacher outcomes.

The findings highlight the importance of supportive leadership while underscoring that it is one part of a broader, more complex system influencing educational success and teacher well-being.

RECOMMENDATIONS

Here are the key recommendations based on the study's findings:

Support School Head Well-being: Schools Division Offices (SDOs) should institutionalize regular wellness programs including stress management, mental health support, and peer mentoring to enhance school heads' emotional resilience.

Strengthen School Head Management: School heads should sustain and strengthen their management practices in goal-setting, program development, workplace structuring, and resource allocation to foster a better learning environment and support continuous teacher development (LAC).

Optimize Teacher Workload & Autonomy: School administrators should regularly review and adjust teacher workload, minimizing non-teaching tasks and providing opportunities for collaborative decision-making, using feedback mechanisms like quarterly surveys.

Boost Teacher Job Satisfaction: Schools and SDOs should expand programs that enhance teacher job satisfaction through recognition, professional development, and a supportive environment, focusing on efficient scheduling and reduced bureaucracy.

Ensure Adequate Funding: Sustain funding for teacher development, additional personnel, and technology enhancement to support teaching and learning initiatives.

Expand Research Scope: Future research should consider additional variables (e.g., compensation, personal motivation, school culture, community support) as determinants of job satisfaction and explore other factors influencing teacher performance with larger sample sizes.

Holistic Approach to Teacher Satisfaction: Recognize that factors beyond management practices, such as school culture, peer collaboration, and individual motivation, collectively influence overall teacher satisfaction.

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