Original Research Article

Instructional Leadership Practices, Teachers' Satisfaction and School Performance Indicators

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ARTICLE INFO	ABSTRACT
	The main thrust of this study was to determine the Instructional Leadership Practices, Teachers' Satisfaction and the School Performance Indicators and the relationship among these variables. The study was conducted to the thirty secondary schools having full-fledged principals in the Third Congressional District in Bohol. Randomly sampled two hundred eighty five (285) participants comprising 30 principals and the 255 teachers took part in the study. The data were subjected to statistical treatment using the weighted mean to assess the perception of the principals and the teachers about the Instructional Leadership Practices and the teachers' satisfaction. Pearson Product Moment of Correlation was used to determine the significant relationship between the Instructional Leadership Practices and teachers' satisfaction. Spearman Rank of Correlation was used to determine the significant relationship between the Instructional Leadership Practices and the school performance indicators. Four of the 10 items of instructional leadership practices were perceived by the principals and teachers as "Always" while 6 of the items were perceived as "Very Often". Teachers are satisfied in terms of management and very satisfied with their work characteristics and interpersonal relationships. For school performance indicators, most of the respondents obtained a rating of "Outstanding" in terms of retention rate, completion rate, graduation rate, promotion rate, repetition rate, drop-out rate and failure rate. Teachers viewed that the Instructional Leadership Practices is related to teachers' satisfaction while both the principals and the teachers claimed that it is related to school performance indicators. This study concludes that the principals' leadership practices can affect teachers' satisfaction and the school performance indicators. Hence, it is recommended, that DepEd Personnel should utilize the findings of this study and consider the proposed enhancement plan for the improvement of principals instructional leadership practices leading to the improvement of quality of teaching and student learning.

1. Introduction

Improving school leadership ranks high on the list of priorities for school reform. In a detailed 2010 survey, school and district administrators, policymakers and others declared principal leadership among the most pressing matters on a list of issues in public school education. Teacher quality stood above everything else, but principal leadership came next, outstripping matters including dropout rates, STEM (science, technology, engineering and math) education, student testing, and preparation for college and careers, (The Wallace Foundation, 2013).

School reform initiatives focus on accountability and increased student achievement and school principals are required to be more than school managers; instead they hold a range of responsibilities beyond the organizational management, including leading instruction of students (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007; Hallinger, 2005; Klump& Barton, 2007, Leithwood, Louis, Anderson, &Wahlstrom,2004 as cited by Pettiegrew, (2013). In fact Title II, Section 2113 of The No Child

Behind Act of 2001 (NCLB) as cited by Pettiegrew, (2013) requires that principals apply "instructional leadership skills to help teachers teach" so that students in our nation's schools can be better prepared for mandated achievement tests. With the implementation of NCLB, mandates have been placed on school administrators to maximize and improve instruction (Mackey, Pitcher, & Decman, 2006 as cited by Pettiegrew, 2013). The groundswell of holding practitioners accountable has focused much of pending federal and state legislation on principals as leaders of highly qualified teachers.

The study of Montilla (2013) revealed that one of the interventions that yielded successful NAT results was the school head took her responsibilities as instructional leader and administrator seriously.

With the aforementioned information, the researcher is motivated to determine the relationship between the Principal Instructional Leadership Practices, Teachers' Satisfaction and School Performance Indicators of the Secondary Schools in the Division of Bohol S.Y.2015-2016.

2. Objectives of the Study

The main thrust of this study was to determine the Instructional Leadership Practices, Teachers' Satisfaction and the School Performance Indicators of the Selected Secondary Schools in the Division of Bohol S.Y.2015-2016. Specifically, it sought to answer the level of instructional leadership practices of the principals according to self and teachers' perception; level of teachers' satisfaction in terms of management, work characteristics, interpersonal relationships; the level of school performance in terms of retention rate, completion rate, graduation rate, promotion rate, repetition rate, dropout rate and failure rate; the relationship between the Instructional Leadership Practices and teachers' satisfaction and the school performance indicators; and the program of action may be proposed based on the findings of the study.

3. Literature Review

Pursuant to the provisions of Republic Act No. 9155 otherwise known as Governance Basic Education Act 2001, Section 6.1 states, the school head, who may be assisted by an assistant school head, shall be both an instructional leader and administrative manager. The school head shall form an instructional leader and administrative manager. The school head shall form a team with the school teachers/learning facilitators for delivery of quality educational programs, projects and services. A core of non-teaching staff shall handle the school's administrative, fiscal and auxiliary services.

Effective school managers are expected to be academically goal oriented and supervise instructional and co-curricular practices accordingly. They motivate and support the teachers, encourage the community and other school stakeholders to be involved in the educational program, and encourage participatory decision making. They are also faced with the complex task of creating a school wide vision, being an instructional leader- planning for effective professional development, guiding teachers, handling discipline, attending important events and needs, and all the other minute details that come with supervising and managing a school(Richard 2000 as cited by Forbes, 2011).

Hidalgo (2012) stated that leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers' instruction. Currently, administrators and teacher leaders provide most of the leadership in schools, but other potential sources of leadership exist. In addition, successful school leaders respond productively to challenges and opportunities created by the accountability-oriented policy context in which they work.

According to Section 1, Article XIV of the 1987 Philippine Constitution "the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.

The Service Manual (2000) of the Department of Education Culture and Sports (DECS) provides that DECS now Department of Education (DepEd) is a people's organization committed to a culture of excellence in public service. The department upholds that the most important resource of the country are its people, so it should assist the Filipino child to discover his/her full potential in a child and value-driven teaching learning environment. DepEd envisions school systems where teachers and principals achieved the desired learning outcome not only because they are empowered, competent and accountable, but because they care. In addition, administrators exercise visionary leadership responsive to emerging learning needs of the nation, and ensures adequate resources, promote appropriate technology, create and sustain a conducive climate to enhance learning.

Furthermore, the duties of the Secondary School Principals as school leaders are to provide leadership in the formulation and implementation of policies, plans, programs and projects; leads in curriculum development and determines what electives, and vocational courses the school can offer to its students; plans the co-curricular activities of teachers and students; evaluates and rates performance of teachers and recommends promotion of teachers and employees; maintains good public relations with students, teachers, local officials and the public at large; and, conducts in-service education program for the teachers and other school employees (DECS Service Manual, 2000).

Moreover, it is widely believed that a good principal is the key to a successful school. The role of a leader is vital for the survival and progress of an organization. Leadership helps in developing the organization's objectives, values and vision. Thus, leadership behavior and competence have consistent relationship with organization effectiveness and performance. In addition, effective heads not only influence subordinates, but also ensure that they achieve their highest potential performance. As a pivotal component of the system their behavior is one of the basic stimulants to make organization more effective (Branch et.al 2013).

There are about as many versions of instructional leadership as there are people who write it. Hallinger and Murphy's Model (1985) created a framework of instructional management with three dimensions and eleven descriptors. The three major functions were defining mission, managing the instructional program, and promoting a positive school climate. Mission was defined in term of framing and communicating goals. Instruction was elaborated in terms of supervising and evaluating instruction, coordinating curriculum and monitoring student progress. Moreover, a positive school climate was created by principals protecting instructional time, promoting professional development, maintaining high visibility, providing teaching incentives, enforcing high academic standards and providing incentives for students (Hoy, 2005).

On the other hand, school leadership has potential influence on student learning. Instructional leadership is a critical aspect of school leadership. The work of instructional leaders is to ensure that every student receives the highest quality instruction each day. Doing so requires that instructional leaders lead for the improvement of the quality of teaching and for the improvement of student learning (Center for Educational Leadership, 2014).

Moreover, the contribution of schools to student learning most certainly depends on the motivations and capacities of teachers and administrators, acting both individually and collectively. But organizational conditions sometimes blunt or wear down educators' good intentions and actually prevent the use of effective practices. In some contexts, for example, high-stakes testing has encouraged a drill-and-practice form of instruction among teachers who are perfectly capable of developing deep understanding on the part of their students. And extrinsic financial incentives for achieving school performance targets, under some conditions, can erode teachers' intrinsic commitments to the welfare of their students (Leithwood, Louis, Anderson and Wahlstrom 2009).

The ability to engage in practices that help develop people depends, in part, on leaders' knowledge of the "technical core" of schooling – what is required to improve the quality of teaching and learning – often invoked by the term "instructional leadership" (Leithwood, Louis, Anderson and Wahlstrom, 2009).

Leaders need to be facilitators of change and supporters of teaching and learning; they also need to understand the relationships between schools, systems, staff, students and school culture. Effective leadership practices can assist leaders in effectively sustaining innovations. Leadership needs to be flexible and adaptable within the culture of a district or school (Honeycutt, 2013).

One of the hallmarks of districts that have succeeded in moving from low to high performing is an intensive long-term investment in developing instructional leadership capacity at the school and district levels. District reform efforts often include the establishment of new school-based teacher leader positions (e.g., literacy coaches) to work with principals and with district consultants to provide professional development assistance (e.g., demonstrations, in-class coaching, school professional development, or PD, arrangements) to individual teachers and teams of teachers in the targeted focuses of reform. Professional development is also provided to teacher leaders in the content areas that local reforms focus on, as well as in change process strategies (Leithwood, Louis, Anderson and Wahlstrom, 2009).

Garet, Porter, Desimone, Birman & Yoon, (2001) stated that professional development is seen as a key to improving teacher learning and student achievement. Effective professional development focuses on content knowledge, engages teachers in active learning, and is sustained over time. Professional development has been found to influence change in the instructional practices of teachers and improve their teaching knowledge and skills.

Montilla (2013)revealed that one of the interventions yielded successful NAT Results was the school head took her responsibilities as instructional leader and administrator seriously, emphasizing conducted regular monitoring and pre/post conference with teachers while being appreciative of their queries, problems and other academic concerns; responded to the needs of the school by revisiting the SIP, AIP, APP and AP; recognized teachers' "job well done" and provided incentives for them; initialized basic computer literacy for teachers and maintained the conduciveness of the school atmosphere by providing needed materials.
Although leadership is widely thought to be a powerful force for school effectiveness, this popular belief needs to be justified by empirical evidence. According to Pettiegrew II (2013) framing school goals was perceived by the principals and teachers as the most important instructional leadership behavior that can affect student achievement.

Powell (2004) stated that the vision of the principal is paramount for school success; the culture of the school must be as nurturing to teachers as the students; the teaching of the curriculum is foremost; the principal protects time for teaching and provides programs to address individual students' differences; the culture must embrace families as it does teachers and students, and the primary job of the principal is instructional leader.

Findings from the quantitative surveys made by Brown (2015) indicated that students appreciated the role of management and the need for increased engagement in school. Administrators indicated a need for upper management support.

On the other hand, Section 5, Article XIV of the 1987 Constitution provides that the "State shall assign the highest budgetary allocation to education and ensure that teaching will attract and retain the best available talents through adequate remuneration and other means of job satisfaction and fulfilment.

According to Maslow (1943) people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfill the next one, and so on. One must satisfy lower level basic needs before progressing on to meet higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization (Mcleod, 2014).

Moreover, in his findings Herzberg (1959) split his factors of motivation into two categories called Hygiene factors and Motivation factors. The Hygiene factors such as Company Policy, Supervision, Relationship with Boss, Work Conditions, Salary and Relationship with Peers can de-motivate or cause dissatisfaction if they are not present, but do not very often create satisfaction when they are present; however, Motivation factors such as Achievement, Recognition, The work itself, Responsibility, Advancement and Growth do motivate or create satisfaction and are rarely the cause of dissatisfaction,(Training and Development Solutions, 2015).

Thus, it is important to understand that the two types of factors are not mutually exclusive and that management must try to fulfill both types of need for an employee to be truly satisfied with their job. Once the Hygiene factors have been satisfied providing more of them will not create further motivation but not satisfying them may cause de-motivation; unlike the Motivation factors where management may not fulfill all of them but the workers may still feel motivated, (Training and Development Solutions, 2015).

The influence of leadership style on the teachers' job satisfaction was confirmed by Sancar (2009). He indicated that school principals who are considerate, have significant and positive effect on the teachers' job satisfaction. School leaders, who exhibit concern for the welfare of the teachers and other members of the community, have satisfied teachers.

Sentovich (2004) revealed that teachers report higher levels of satisfaction when they have adequate resources like time and materials, when they have autonomy in their own classrooms, and when they are satisfied with their class sizes and salary. Principals of schools appear to be in the best position to directly influence teacher job satisfaction, but they need support from their community and school districts.

Regarding teaching, the individuals will be motivated to enter into the profession and to become teachers if the profession seems attractive to them (Gates & Mtika, 2011). Those individuals who exhibit explicit personal motivation to becoming teachers have a higher probability to pursue it as a career and stay on as life-long teachers.

According to Sinclair (2008), many student teachers enter the teaching profession on grounds of intrinsic motivations. These students are attracted to teaching because it provides them with the opportunity of working with young children, of intellectual stimulation, altruism, authority and leadership, personal and professional development, and self-evaluation. They would then experience job satisfaction.

Regarding the impact of the work itself on the job satisfaction of teachers, Jyoti and Sharma (2006), in their study on the job satisfaction of school teachers, indicated that the teachers in the sample found their jobs interesting. Most of the secondary school teachers (about 76%) reported high levels of job satisfaction from the work dimension.

In another study, Bolin (2007) found that the majority of the teacher participants manifested positive attitudes towards work fulfilment, which included a sense of achievement, fulfilment of ideal values, the exercise of abilities, and the esteem from other people. These participants were highly satisfied with the intrinsic dimension of their work.

Kadtong and Usop, (2013) concluded that the teachers of Division of Cotabato City displays a high level of performance. They were contented with their job satisfaction facets such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility. This implies that a teacher's satisfied with their job is also a productive one. Furthermore, if the teachers contented with their job, they will develop and maintain high level of performance. Teaching learning process make more efficient and effective that could produce high competitive learners.

On the contrary, Mengistu (2012) revealed that teachers were significantly dissatisfied with most aspects of their work. Salary and benefits emerged as the primary dissatisfying aspect of all the work factors. Other areas of dissatisfaction related to poor fringe benefits and opportunities for promotion, the management style of the principals, the lack of decision-making opportunities for the teachers, as well as the opportunity to develop personally, and the poor relationships teachers have with the principals and the parents.

The above-findings were supported by Roco (2001) who stressed that to improve the quality of instruction, teachers must be well cared for. There is a need to know and understand teachers' needs and meet them as means of enhancing teaching performance. They should be given attention for them to mold the young minds with dedication and good service. Moreover, teachers must be well supported and cared for in order to motivate them in performing their tasks well.

Thus, teachers must be empowered in order to make them competent in their chosen field. Teachers' satisfaction is a factor to the attainment of institutional objectives. If teachers' needs are fully attended so they may feel the significance and importance of their job to the learning institution in particular and to whole country in general.

4. Methodology

4.1 Design

To achieve the purpose of this study, the researcher used a descriptive documentary design to determine the relationship between the Instructional Leadership Practices and teachers' satisfaction and the school performance indicators. In doing so, the researcher utilized a semi-self made questionnaire as a tool in getting the perceptions of the respondents on the Instructional Leadership Practices and teachers' satisfaction to determine its relationship. Furthermore, the researcher collects data on school performance indicators to determine also its relationship with the instructional leadership practices.

4.2 Environment

To identify the sample of the study, the researcher used the purposive sampling. A copy of the Enhanced Basic Education Information System or the Masterlist of Schools Based school year in public secondary schools containing the school name, school head and its designation was secured from the Division Office-Planning Department. Thus, the study was conducted in the identified secondary schools having full-fledged principals in the Third Congressional District in Bohol.

4.3 Participants

The participants of the study were the principals and the teachers of the selected secondary schools in the Division of Bohol for S.Y. 2015-2016.

To identify the number of participants of the study, the proponent used the total enumeration for principal-respondents and the Slovin formula for teacher-respondents. There were a total of thirty (30) principal-respondents and two hundred fifty five (255) teacher-respondents. Thus, a number of two hundred eighty five (285) research subjects were the data sources in the study.

4.4 Instrument

The researcher used two sets of questionnaires, one for the principal-respondents (Appendix B.1) and another for the teacher-respondents (Appendix B.2). They were enhanced or semi self-made questionnaires in the sense that not all items were formulated by the researcher. In these instruments, items on principal instructional leadership practices were enhanced and adopted from the study of Pettiegrew (2013) and items on teachers' satisfaction were taken from the study of Mengistu (2012).

The instrument for school principals had two parts. Part I dealt with the self-perception of the secondary school principals on instructional leadership practices in terms of framing the school goals, communicating the school goals, supervising and evaluating instruction, coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development and providing incentives for learners. Part II asks the school performance indicators in terms of retention rate, completion rate, graduation rate, promotion rate, repetition rate, dropout rate and failure rate for school year 2014-2015.

The instrument for secondary school teachers had also two parts. Part I dealt with their perception on the instructional leadership practices of the secondary school principals. Part II asks the teachers' satisfaction in terms management, work characteristics and interpersonal relationships.

The research instrument was subjected to a pilot test to determine its face and content validity. The pretesting of the questionnaire for the principal was conducted to school principals of district 1 and 2 and the questionnaire for the teachers was pretested to the secondary school teachers who are not part of the study in Francisco L. Adlaon High School where the researcher is presently connected.

4.5 Data Gathering Procedure

After the letters of approval to conduct was secured from the Dean of the College of Advanced Studies, the researcher asked permission from the Schools Division Superintendent and high school principals for the administration of the questionnaire.

The researcher personally gathered the needed data by distributing the questionnaires to secondary schools. The researcher assured the respondents regarding the confidentiality of their responses and solicited their sincere cooperation in accomplishing the data.

After data collection, data were tabulated, treated, analyzed, interpreted and reported.

4.6 Statistical Treatment

The weighted mean was used to assess the perception of the principals and the teachers about the Instructional Leadership Practices and the teachers' satisfaction. After getting the mean, the researcher interpreted the results using a scale.

Pearson Product Moment of Correlation was used to determine the significant relationship between the Instructional Leadership Practices and teachers' satisfaction. Spearman Rank of Correlation was used to determine the significant relationship between the Instructional Leadership Practices and the school performance indicators.

To determine the level of school performance, the scale was used:

Percentage	Description
95%-100%	Outstanding
90%-94 %	Very Good

80%- 89%	Good
75%-79%	Fair
Below 75%	Poor

In the computation of the percentage of each indicator the scale is being reversed for negative item.

Percentage	Description
0%-5%	Outstanding
6%-10%	Very Good
11%- 15%	Good
16%-20%	Fair
Above 20%	Poor

5. Results and Discussion

Table 1 below displays the principals' instructional leadership practices.

Table 1: Perceptions on Instructional Leadership Practices
N=285

Instructional Leadership Practices	Principal-Respondents		Teacher-Respondents				
	WM	DR	WM	DR	OWM	DR	R
1.Frame The School Goals	3.48	A	3.21	VO	3.35	A	4
2.Communicate The School Goals	3.32	A	3.08	VO	3.2	VO	7
3.Supervise And Evaluate Instruction	3.38	A	3.13	VO	3.26	VO	6
4.Coordinate The Curriculum	3.29	A	3.08	VO	3.19	VO	9
5.Monitor Student Progress	3.59	A	3.29	A	3.44	A	2
6. Protect Instructional Time	3.40	A	3.14	VO	3.27	VO	5
7. Maintain High Visibility	3.25	VO	2.97	VO	3.11	VO	10
8. Provide Incentives For Teachers	3.27	VO	3.06	VO	3.17	VO	8
9. Promote Professional Development	3.58	A	3.33	A	3.46	A	1
10. Provide Incentives For Learning	3.58	A	3.14	VO	3.36	A	3
OVERALL AVERAGE	**3.41**	**A**	**3.14**	**VO**	**3.28**	**A**	

Results showed that 4 of the 10 items of instructional leadership practices were perceived by the principals and teachers as "Always" while 6 of the items were perceived as "Very Often". "Promoting professional development" is the highest rank with the overall weighted mean of 3.46 or Always. On the other hand, "Maintaining high visibility" is the lowest rank with the overall weighted mean of 3.11 or Very Often. This means that principals always promote professional development among his teachers as to leading teachers in-service activities concerned with instruction and ensuring that they are consistent with the school goals and setting faculty meetings in letting teachers share ideas and information from in-service activities.

On the contrary, principals may enhance his leadership practice on maintaining high visibility in school by observing and covering classes for teachers and attending or participating extra-curricular activities. This is to cater the needs of the teachers and students and to motivate them in engaging such extra-curricular activities.

This findings is supported by Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S.,(2001) stated that professional development is seen as a key toimproving teacher learning and student achievement.It has also been found to influence change in the instructional practices of teachers and improve their teaching knowledge and skills.

Table 2.1 below presents the level of teachers' satisfaction in terms of management with their weighted mean.

Table 2.1: Level of Teachers' Satisfaction in terms of Management
N=255

Teachers' Satisfaction	WM	DR	Rank
Administrative Support			
1. The administrative support strengthens my commitment.	3.22	Satisfied	
2. The school administration fairly evaluates my work.	3.24	Satisfied	
3. The school administration provides enough instructional materials to teachers.	3.01	Satisfied	
4. The school administration supports teacher-student relationship.	3.32	Very Satisfied	
Weighted Mean	**3.20**	**Satisfied**	**2.5**
School Management and Leadership			
1. I am satisfied with the teacher management system of the school.	3.22	Satisfied	
2. I am happy with how decisions are made at my school.	3.04	Satisfied	
3. My school principal does his/her best toward fulfilling the school's mission/goal.	3.32	Very Satisfied	
4. My school principal supports the teachers and listens to our suggestions.	3.20	Satisfied	
Weighted Mean	**3.20**	**Satisfied**	**2.5**
Recognition			
1. In school, I am recognized for a job well done.	3.17	Satisfied	
2. I get enough recognition from my school principal	3.07	Satisfied	
3. In school, parents and students respect the teacher.	3.37	Very Satisfied	
4. In school, principals inform the parents with achievements of teachers.	3.25	Satisfied	
Weighted Mean	**3.22**	**Satisfied**	**1**

It is depicted from the table that in terms of management, teachers rated all the three items as "Satisfied". The item "Recognition" has the highest rank with the overall weighted mean of 3.22 or satisfied while "School management and leadership and Administrative support" have the lowest ranks with the overall weighted mean of 3.20 or satisfied.

This implies that teachers are satisfied with how they are recognized for a job well done, with the recognition they received from their school principals and with how principals inform the parents with the achievements of teachers. It further implies that teachers were very satisfied with how parents and students respect the teacher.

The above-finding is supported by Gardner (2010), who found that recognition had the strongest positive impact on the teachers' career and job satisfaction. He further stated that recognition exhibited the most prevalent positive effect on retention. In addition, another study by Garrett and Ssesanga (2005) found that teachers who were not appreciated or recognized for their achievements tended to be unhappy and dissatisfied with their profession.

Table 2.2 below presents the level of teachers' satisfaction in terms of work characteristics with their weighted mean.

Table 2.2: Level of Teachers' Satisfaction In terms of Work Characteristics
N=255

Teachers' Satisfaction	WM	DR	Rank
Workload			
1. I am satisfied with my workload within my department.	3.57	Very Satisfied	
2. I am happy with my work hours.	3.57	Very Satisfied	
3. I have enough time to participate in social activities.	3.38	Very Satisfied	
4. The demands of my job are fair.	3.45	Very Satisfied	
Weighted Mean	**3.49**	**Very Satisfied**	**2**
Work Itself			
1. I am happy with the type of work I do as a teacher.	3.65	Very Satisfied	
2. I get pleasure and rewards from teaching.	3.47	Very Satisfied	
3. I have opportunities for personal development and use my skills in school.	3.48	Very Satisfied	
4. I believe my teaching skills help in developing the students' learning ability.	3.55	Very Satisfied	
Weighted Mean	**3.54**	**Very Satisfied**	**1**
Responsibility			
1. I am satisfied with the amount of freedom I have in decision-making.	3.30	Very Satisfied	
2. I am satisfied with my responsibility to solve school problems.	3.21	Satisfied	
3. I am pleased with my teaching responsibilities.	3.40	Very Satisfied	
4. I am pleased with my school responsibilities after class.	3.37	Very Satisfied	
Weighted Mean	**3.32**	**Very Satisfied**	**3**

In terms of work characteristics, it can be gleaned from the table that there is a high satisfaction on teachers on this aspect since all the items were rated as "Very Satisfied". The item "Work Itself" got the highest rank with the weighted mean of 3.54 or Very Satisfied while
"responsibility" got the lowest rank with the overall weighted mean of 3.32 or Very Satisfied.

This indicates that teachers were very satisfied with the type they do as a teacher, with the pleasure and rewards from teaching, with the opportunities for personal development and of using their skills in the development of students' learning ability.

This finding is supported by Herzberg (1959) as cited by Training and Development Solutions (2015) stated that motivation factors such as Achievement, Recognition, The work itself, Responsibility, Advancement and Growth do motivate or create satisfaction and are rarely the cause of dissatisfaction.

Gates & Mtika, (2011) also added that individuals will be motivated to enter into the profession and to become teachers if the profession seems attractive to them. Those individuals who exhibit explicit personal motivations to becoming teachers have a higher probability to pursue it as a career and stay on as life-long teachers.

Besides, according to Sinclair (2008), many student teachers enter the teaching profession on grounds of intrinsic motivations. These students are attracted to teaching because it provides them with the opportunity of working with young children, of intellectual stimulation, altruism, authority and leadership, personal and professional development, and self-evaluation. They would then experience job satisfaction.

Moreover, Jyoti and Sharma (2006), in their study on the job satisfaction of school teachers, indicated that the teachers in the sample found their jobs interesting. Most of the secondary school teachers (about 76%) reported high levels of job satisfaction from the work dimension.

Furthermore, Bolin (2007) found that the majority of the teacher participants manifested positive attitudes towards work fulfilment. These participants were highly satisfied with the intrinsic dimension of their work.

Table 2.3 below presents the level of teachers, satisfaction in terms of interpersonal relationships with their weighted mean.

Table 2.3: Level of Teachers' Satisfaction in terms of Interpersonal Relationships
N=255

Teachers' Satisfaction	WM	DR	Rank
Teacher-Principal Relations			
1. I am happy with my professional relationship with my school principal.	3.36	Very Satisfied	
2. I am satisfied with the feedback I received from my school principal.	3.33	Very Satisfied	
3. I am happy with the support I received from my school principal.	3.32	Very Satisfied	
4. I am happy with the respect I gained from my school principal.	3.47	Very Satisfied	
Weighted Mean	**3.37**	**Very Satisfied**	**4**
Teacher-Colleagues Relations			
1. I am satisfied with my relationship with colleagues.	3.49	Very Satisfied	
2. I am satisfied with the support and feedback I get from colleagues.	3.41	Very Satisfied	
3. I am happy with the respect I gained from my colleagues.	3.49	Very Satisfied	
4. The relationships with colleagues enhance my teaching.	3.48	Very Satisfied	
Weighted Mean	**3.47**	**Very Satisfied**	**1**
Teacher-Student Relations			
1. I am happy with my relationships with the students.	3.49	Very Satisfied	
2. I am happy with how I handled students' discipline.	3.40	Very Satisfied	
3. I am satisfied with the feedback I get from my students.	3.42	Very Satisfied	
4. My rapport with students keep me in teaching.	3.48	Very Satisfied	
Weighted Mean	**3.45**	**Very Satisfied**	**2**
Teacher-Parent Relations			
1. I am happy with my relationships with the students' parents.	3.46	Very Satisfied	
2. I am pleased with the respect I get from parents.	3.51	Very Satisfied	
3. I am satisfied with the support I get from parents.	3.48	Very Satisfied	
4. In my school, parents are involved in their students' learning.	3.30	Very Satisfied	
Weighted Mean	**3.44**	**Very Satisfied**	**3**

In the aspect of interpersonal relationships, results indicated that teachers were very satisfied since all the items were rated "Very Satisfied". "Teacher-colleagues relations" has the highest rank with the overall weighted mean of 3.47 or Very Satisfied.

On the other hand, "Teacher-principal relations" has the lowest rank with the overall weighted mean of 3.37 or Very satisfied.

This implies that teachers had established a very good rapport to his colleagues as compared to his principal. Thus, they are very satisfied with the relationship, support and feedback they get from colleagues. If further implied that their relationship with colleagues enrich their teaching.

These findings support the study of Kadtong and Usop,(2013) that the teachers of Division of Cotabato City displays a high level of performance. They were contented with their job satisfaction facets such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility.

On the other hand, the findings contradict to the study of Mengistu (2012) that teachers were significantly dissatisfied with most aspects of their work.

Figure 3 below portrays the school performance indicators in terms of retention rate, completion rate, graduation rate, promotion rate, repetition rate, dropout rate and failure rate for school year 2014-2015.
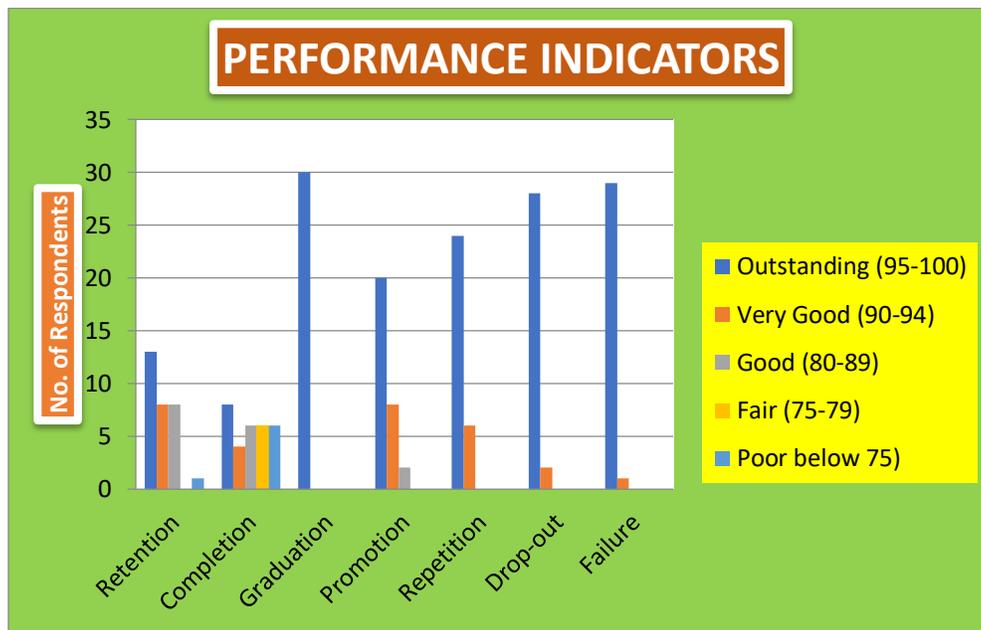

Figure 3. Performance Indicators (N-30)

In terms of retention rate, 13(43%) of the 30 respondents got the rating of "Outstanding" with a range of 95-100, 8(27%) obtained "Very Good" and "Good" with a range of 90-94 and 80-89 respectively and 1(3%) got the rating of below 75 with "Poor" as the descriptive equivalent.

The findings showed that most of the respondents obtained the rating of "Outstanding" in terms of retention rate. This indicates that the respondent schools were able to hold their students to remain in the same school where they enrolled in Grade 7 until they graduate.

In terms of completion rate, 8(27%) of the 30 respondents got the rating of "Outstanding" with a range of 95-100, 4(13%) obtained "Very Good" with a range of 90-94 and 6 (20%) got the rating of 80-89, 75-79 and below 75 with "Good", "Fair" and "Poor" as the descriptive equivalent.

Data revealed that most of the respondents obtained the rating of "Outstanding" in terms of completion rate. This seems to imply that the respondent schools were able to provide a positive learning environment for their students since they prefer to finish their studies at the particular school.

In terms of graduation rate, all the 30(100%) respondents got the rating of "Outstanding" with a range of 95-100.

The finding seems to imply that the respondent schools have motivated and encouraged the fourth year students to graduate on that particular school year.
In terms of promotion rate, 20(67%) of the 30respondents got the rating of "Outstanding" with a range of 95-100, 8(27%) obtained "Very Good" with a range of 90-94, 2 (6%) got the rating of "Good" with a range of 80-89 and none got the rating of 75-79 and below 75 with "Fair" and "Poor" as the descriptive equivalent.

The findings showed that most of the respondents obtained the rating of "Outstanding" in terms of promotion rate. This implies that students of the respondent schools persevere to finish their studies and failure was never mentioned as an option.

In terms of repetition rate, 24(80%) of the 30 respondents got the rating of "Outstanding" with a range of 0-5, 6(20%) obtained "Very Good" with a range of 6-10, and none got the rating of "Good", "Fair" and "Poor" with a range of 11-15,and 16-20 and above 20.

Data revealed that most of the respondents obtained the rating of "Outstanding" in terms of repetition rate. This seems to imply that the respondent schools have given interventions to students who are failing so as not to enroll in the same grade level for the next school year.

In terms of drop-out rate, 28(93%) of the 30 respondents got the rating of "Outstanding" with a range of 0-5, 2(7%) obtained "Very Good" with a range of 6-10, and none got the range of 11-15, 16-20 and above 20 with "Good", "Fair" and "Poor" as the descriptive equivalent.

Data revealed that almost all of the respondents obtained the rating of "Outstanding" in terms of drop-out rate. This implies that schools have catered those students who are at risk of dropping out. This is in accordance with DepEd Policy "No Child Left behind".

In terms of failure rate, 29(97%) of the 30 respondents got the rating of "Outstanding" with a range of 0-5, 1(3%) obtained "Very Good" with a range of 6-10, and none got the range of 11-15, 16-20 and above 20 with "Good", "Fair" and "Poor" as the descriptive equivalent.

Data revealed that almost all of the respondents obtained the rating of "Outstanding" in terms of failure rate. This implies that respondent schools have given remediation or other forms of interventions to let a student pass the subject areas.

Table 3.1 portrays the relationship between theInstructional Leadership Practices as perceived by the principals and the teachers and the teachers' satisfaction.

Table 3.1: Analysis on the relationship between the Instructional Leadership Practices and teachers' satisfaction

Sources of Relationship	Pearson r	Description	T computed value @ 0.05 Level of significance	Critical value	Interpretation	Decision
Principals'	0.11	Very low	0.59	2.048	Not Significant	Accept

Perception		correlation				Ho
Teachers' Perception	0.85	High Correlation	8.54	2.048	Significant	Reject H

The table 3.1 showed that there is a relationship between the Instructional Leadership Practices as perceived by the teachers to teachers' satisfaction since the computed t value of 8.54 is greater than the tabular value of 2.048 at .05% level of significance. On the other hand, there is no relationship between the Instructional Leadership Practices as perceived by the principals to teachers' satisfaction since the computed t value of 0.59 is lesser than the tabular value of 2.048 at .05% level of significance.

It seems to imply that Instructional Leadership Practices indicated a significant relationship to teachers' satisfaction in terms of management, work characteristics and interpersonal relationships.

The influence of leadership style on the teachers' job satisfaction was confirmed by Sancar (2009). He indicated that school principals who are considerate, have significant and positive effect on the teachers' job satisfaction. School leaders, who exhibit concern for the welfare of the teachers and other members of the community, have satisfied teachers.

The above-finding was supported by Roco (2001) who stressed that to improve the quality of instruction, teachers must be well cared for. There is a need to know and understand teachers' needs and meet them as means of enhancing teaching performance. They should be given attention for them to mold the young minds with dedication and good service. Moreover, teachers must be well supported and cared for in order to motivate them in performing their tasks well.

Table 3.2 on page portrays the relationship between the Instructional Leadership Practices and the school performance indicators as perceived by the principals and the teachers.

Table 3.2: Analysis of the relationship between the Instructional Leadership Practices and the school performance indicators

Sources of Relationship	Spearman r_s	Description	T computed value @ 0.05 Level of significance	Critical value	Interpretation	Decision
Principals' Perception	0.80	High Correlation	11.76	.362	Significant	Reject Ho
Teachers' Satisfaction	0.88	High Correlation	20.64	.362	Significant	Reject Ho

The table 3.2 showed that there is a relationship between the Instructional Leadership Practices as perceived by both the principals and the teachers to school performance indicators since the computed t value of 11.76 and 20.64 are greater than the tabular value of .362 at .05% level of significance.

It implies that Instructional Leadership Practices in indicated a significant relationship to school performance in terms of retention rate, completion rate, graduation rate, promotion rate, repetition rate, drop-out rate and failure rate.
The result is closely akin to the finding of Hidalgo (2012),that leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers' instruction.

Moreover, it is also supported by Richard 2000 as cited by Forbes, (2011) who affirmed that effective school managers are expected to be academically goal oriented and supervise instructional and co-curricular practices accordingly. They are faced with the complex task of creating a school wide vision, guiding teachers, handling discipline, attending important events and needs, and all the other minute details that come with supervising and managing a school.

Furthermore, Branch et.al, (2013) also claimed that the role of a leader is vital for the survival and progress of an organization. Leadership helps in developing the organization's objectives, values and vision. Thus, leadership behavior and competence have consistent relationship with organization effectiveness and performance.

6. Conclusions and Recommendations
Based on the findings, the following conclusions drawn:
The principals' leadership practices affect teachers' satisfaction and the school performance indicators. Hence, these leadership practices are determinants of the teachers' sense of fulfillment in teaching and student learning and motivation.

7. Recommendations
To utilize the findings of the study, the researcher recommends the following:
DepEd supervisors may conduct seminars to school principals so as to upgrade their practices in terms of instructional leadership.

Secondary school principals may participate in seminars and trainings sponsored by DepEd and may create a culture of collaboration with the teachers so as to enhance their instructional leadership practices and to maintain their outstanding rating in terms of school performance indicators.

Teachers may assist and coordinate with the school principals in terms of instruction and maintain their positive attitude towards work considering that they are the front liners of education.
Parents may support school programs for the benefits of their children.

Students may follow rules and regulations in school so as to create a positive learning environment and do their part in improving their own performance. A replicate study will be conducted addressing other concerns or variables.

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