

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2023, Vol. 4, No. 12, 4363 – 4378

<http://dx.doi.org/10.11594/ijmaber.04.12.17>

Research Article

Effective Leadership and Supervisory Skills of Principal: Predictors of Job Satisfaction among Public Elementary School Teachers

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Article history:

Submission December 2023

Revised December 2023

Accepted December 2023

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ABSTRACT

The study's dependent variable is the teacher's compelling desire to know the Degree of job satisfaction in terms of fundamental requirements, self-actualization, supervision, and indicators. Job safety, predictable income, vessel maintenance and equipment, mental stress on the job, your earnings or Pay, cleanliness of the work, hours worked, peace of mind/security, time away from home, healthfulness of the workplace, and physical exhaustion on the job are all necessities. Accountability, productivity, recognition, job challenge, excitement, and undertaking something worthwhile are all components of self-actualization. The study on principals' effective leadership and supervisory abilities as predictors of work satisfaction among teachers in public primary schools seeks to determine whether the two qualities of the principal have anything to do with teachers' passion for their jobs. The study uses additional supporting material to demonstrate the relationship between leadership, supervisory skills, and job happiness. The respondents strongly agreed with the claims about their respective public-school principals' leadership abilities, demonstrated effective supervisory skills in their respective schools, improved those institutions, and produced outstanding students. The findings suggest a strong relationship between teachers' job satisfaction and the principal's leadership abilities. Furthermore, teacher job satisfaction and the effectiveness of the principal's supervision are highly correlated.

Keywords: *Colleagues, Job satisfaction, Leadership, Principal, Supervisory*

Introduction

According to (Miftah, 2017), this is especially true at the elementary level. The

problems with quality education are reported to be worsening, and one of the causes is the principals' inability to exercise proper and

How to cite:

Beladas, J. P. & Callo, E. C. (2023). Effective Leadership and Supervisory Skills of Principal: Predictors of Job Satisfaction among Public Elementary School Teachers. *International Journal of Multidisciplinary: Applied Business and Education Research*. 4(12), 4363 – 4378. doi: 10.11594/ijmaber.04.12.17

efficient administrative and supervisory skills. According to some studies, principals spend less than a third of their time supervising (Cooley & Shen, 2018). They have been reported to spend only 20% of their time visiting classes, performing curriculum-related tasks, and developing staff. This results in poor school Results- Based Performance Management Systems (RPMS) results (Marzano et al., 2015). This demonstrates that the ability of principals to manage is intertwined with teachers' ability to feel job satisfaction to perform.

The same issue with quality education can be found in the researcher's District and other nearby Districts. It has become the norm to have underlying work, and principals' neglect of responsibilities, such as supervising, results in poor competence among teachers and job dissatisfaction. They claim that poor performance is a teacher factor caused by job dissatisfaction (Marzano et al., 2015). The researcher, a teacher, concurs that the principal's effective leadership and supervisory skills are critical and may predict school teachers' job satisfaction.

On the other hand, principals should understand that teachers' job satisfaction depends on how well they perform their leadership and supervisory skills as part of their duties and responsibilities (Miftah, 2017). If principals treat teachers unfairly, they tend to have low performance and job dissatisfaction, negatively impacting educational quality (Brookhart, 2017).

This study examines whether a principal's leadership and supervisory abilities predict teacher job satisfaction. The researcher decides to begin by examining the leadership and supervision abilities of principals in various categories. Then, assess the level of job satisfaction among teachers. The collected data will then be compared to determine the significant relationship between the principal's leadership skills and teacher job satisfaction and the significant relationship between the principal's supervisory skills and teacher job satisfaction. These variables may influence whether a principal's leadership and supervisory skills are a predictor of a teacher's job satisfaction.

Mukhtar (2019) believes that the principal, as the leader and manager, sets a good example

in his subordinates' work activities. His subordinates will photograph the principal's appearance, demeanor, and greeting and then imitate him (Andriani, 2018). Principals who are diligent, careful, honest, responsible, and concerned about their subordinates impact their assistants' attitudes and behavior, and the attitudes and behavior of employees strongly influence the output of education (Apriana et al., 2019). The teacher positively demonstrates the principal. This demonstrates that an effective principal's supervisory and leadership skills reflect the teachers' high job satisfaction.

The research on the principal's effective leadership and supervisory skill: a predictor of job satisfaction among public school elementary teachers will provide a clear understanding of how supervisory and leadership skills can be a possible predictor of teacher job satisfaction.

Methods

This research uses a quantitative approach with a descriptive research design. Descriptive research design is a method that investigates an occurrence that has limited information available. To explain it further, Quantitative data are research information that can be measured and expressed through numbers and are collected through but not limited to, research questionnaires and survey forms.

Research Instrument

Validation of Research

A preliminary online survey was conducted with non-participating respondents from different schools to evaluate better the reliability of the questionnaire employed in this study. This was undertaken in the nearby school in CALABARZON Region. After collecting pilot data, everything was compiled and examined for reliability testing incorporating Cronbach's Alpha into each statement. This statistical test was utilized in the study to validate the desirability of each statement included in the questionnaire, with the required score not being less than 0.60 for it to be suitable.

According to Stephanie Glen, if Cronbach's alpha is greater than or equal to 0.90, the instrument is reliable with an internal consistency of "excellent" or "good" if the alpha is

greater than or equal to 0.80 but less than 0.90. An alpha greater than or equal to 0.70 but less than 0.80 is acceptable and can be used to conclude that the instrument is reliable. On the other hand, when the alpha is greater than or equal to 0.60 but less than 0.70.

Research Procedure

The needed data in this study follows the following gathering procedures:

The researcher asked permission from the office of the two (2) Districts to break down the total of public elementary schools in San Pablo City, specifically in Dapdapan and Sto. Angel District.

After securing the number of populations from the two (2) Districts, the researcher asked permission from the office of the listed schools to conduct the study among the chosen respondents, the public elementary school teachers of Dapdapan and Sto. Angel District. This is through a written request to conduct a study entitled "Effective Leadership and supervisory skill of Principal: predictors of job satisfaction among public elementary school teachers.

After approval, the researcher sent a letter of intent to the respondents, particularly the primary teachers. Questionnaires are scheduled for face-to-face distribution to avoid tampering with data, and after a week, the complete retrieval of responses. The researcher also sent a Google link to the school head and shared it with the teacher-respondents. The researcher interpreted the responses based on the study's results and examined, categorized, assessed, tabulated, and evaluated the results from the participants using statistical approaches. The researcher assured teacher-respondents that their answers be held strictly confidential and used for research purposes only.

In addition, descriptive study characterizes a group, circumstance, or phenomenon systematically and concisely. It can answer how, when, what, and where, except why. It can study one or more variables using a range of research methodologies and does not influence or change the variables. Instead, they are observed and measured (McCombes, 2020).

Table 1. Summary of the Perceived Level of Leadership Skills of the Principal

Leadership Skills	Mean	Std. Dev.	VI
1. Instructional Leadership	4.46	0.536	VE
2. Cultural Leadership	4.48	0.554	VE
3. Strategic Leadership	4.49	0.554	VE
4. Educational Management	4.48	0.570	VE
5. Organizational Management	4.48	0.558	VE
6. Instructional Management	4.49	0.557	VE
Overall Mean	4.48	0.515	VE

Legend: 4.21 – 5.00 – Very Much Effective (VE), 3.41 – 4.20 – Much Effective (ME), 2.61 – 3.40 – Moderately Effective (M), 1.81 – 2.60 – Low Effective (LE), 1.00 – 1.80 – Not at All Effective (NE)

Table 1 summarizes the principal's perceived level of leadership skills based on the respondents. With a general weighted average of 4.46, the findings disclosed that respondents were "very much effective," indicating that the respective public school principal is showing

effective leadership skills in terms of instructional leadership. Furthermore, with a computed mean of 4.48, the respondents agreed that their public school principals also practice "very much effective" cultural leadership in their respective schools. Regarding

strategic leadership, it garnered a mean score of 4.49 which is also regarded as “very much effective,” implying that respondents strongly agreed that their respective school principals stimulate effective skills as they have observed. Likewise, the computed mean score was 4.48, which means the respondents observed a “very much effective” educational management leadership which illustrates that the skills possessed by the school principals were deemed effective. The respondents also described “very much effective” to organizational management leadership with an overall computed general mean equal to 4.48. Lastly, with a computed mean of 4.49, the respondents perceived that their public school principals also practice “very much effective” instructional management leadership in their respective schools.

To summarize, the principal's perceived level of leadership skills was 4.48. This implies that the overall (4.48) from which it describes that the respondents perceived that their respective public-school principals' leadership skills were very effective.

Principals at less difficult schools tend to impact student outcomes less than principals at low-achieving, high-poverty, and minority schools. Any school with a new principal has a brief drop in student success. Still, this effect is amplified in lower forming, high-poverty, and

minority schools where the new leader is more likely to be ineffective.

There is widespread agreement that education leaders need to be more than building managers as the pressure to ensure that all students in every school achieve academic success grows. For low-performing schools to be successfully turned around and student learning to be accelerated, principals must have the knowledge, abilities, and experience to concentrate on instructional leadership and enhance both the individual performance of teachers and the effectiveness of the school. State agencies and policymakers must gather and act on the appropriate data about principal effectiveness to support the principal as the instructional leader. If principals must serve as instructional leaders, only ongoing evaluation of their attitudes and abilities will improve their efficacy.

A principal's leadership style can greatly impact how well a school performs. However, it also impacts the school's organizational culture, which indirectly enhances performance. However, because a school's organizational learning also influences school performance, the direct impact of a principal's competence on school performance is larger than when it spreads through the school's organizational culture.

Table 2. Summary of the Perceived Level of Supervisory Skills of the Principal

Statement	Mean	Std. Dev.	VI
1. Curriculum and instructional supervision	4.58	0.487	VE
2. Organization and personnel management	4.47	0.553	VE
3. Planning, assessing, and reporting teaching-learning outcomes	4.52	0.525	VE
4. School plant, resources, and facilities management	4.46	0.540	VE
5. Personal, social growth and professional development	4.52	0.548	VE
6. School, community linkages and public relations	4.57	0.514	VE
Overall Mean	4.52	0.493	VE

Legend: 4.21 – 5.00 – Very Much Effective (VE), 3.41 – 4.20 – Much Effective (ME), 2.61 – 3.40 – Moderately Effective (M), 1.81 – 2.60 – Less Effective (LE), 1.00 – 1.80 – Not at All Effective (NE)

Table 2 shows the overall level of supervisory of the principal based on the respondents' perception.

It was demonstrated that the respondents believed that the curriculum and instructional supervision of the school principal was "very much effective," with an overall computed mean equal to 4.58. Meanwhile, the general computed mean for the second indicator was 4.47, which can be interpreted as "very much effective" under the organization and personnel management. Regarding planning, assessing, and reporting teaching-learning outcomes, respondents also perceived that the supervisory skills of their respective school principals were "very much effective," garnering a total mean score of 4.52. As per school plant, resources and facilities management, the respondents believed that principals perform a "very much effective" skill which obtained a mean of 4.46. Moreover, it was mentioned above that the principal's supervisory skills level in terms of personal, social growth and professional development was "very much

effective," with a total computed mean of 4.52. It was also revealed that in terms of the school community, linkages and public relations, personal, social growth and professional development, the principals showed "a very effective" performance, as per the respondents' observation having a calculated mean score of 4.57.

Overall, the computed mean for the principal's perceived level of supervisory skills is 4.52. This implies that the respondents strongly agreed that their respective public-school principals showed a very much effective supervisory skill observed in their school that made their school better and produced great students.

According to several studies, principals only spent around a third of their time supervising teachers. According to reports, they devote only 20% of their time to staff development, curriculum-related tasks, and visiting classes. Principals must prioritize instructional supervision tasks in their performance of their duties due to the poor performance rate of the school.

Table 3. Summary of the Perceived Level of Job Satisfaction of the Teachers

Statement	Mean	Std. Dev.	VI
1. Basic needs indicators	4.40	0.534	VH
2. Self-Actualization	4.45	0.522	VH
3. Supervision	4.47	0.567	VH
4. Colleagues	4.53	0.530	VH
Overall Mean	4.50	0.502	VH

Legend: 4.21 – 5.00 – Very High (VH), 3.41 – 4.20 – High (H), 2.61 – 3.40 – Moderately High (MH), 1.81 – 2.60 – Low (L), 1.00 – 1.80 – Very Low (VL)

Table 3 shows the overall job satisfaction of the teachers. In general, the teachers' job satisfaction level had an overall computed mean of 4.50, which means that the respondents strongly agreed with the statements under the basic need indicators of self-actualization, supervision, and colleagues. They have a high level of satisfaction based on their perspective.

The level of satisfaction among teachers directly affects how well they educate. Regarding

job security and oversight from school leaders, teachers report very high levels of job satisfaction, which influences how well they perform at work. The direction of the school heads and the security of the instructors' jobs both have an adverse effect on the work output of the teachers.

The findings of the study show a strong correlation between teacher job satisfaction and working conditions in schools. The indicators

most closely associated with teacher job satisfaction were, more precisely, teacher workload, teacher cooperation, and teacher assessments of student discipline in the classroom. Regarding the characteristics of teachers, female

educators, educators with more exposure to professional development, and educators who were more effective tended to have greater job satisfaction.

Table 4. Test of Relationship between Leadership Skills and Teachers' Job Satisfaction

Leadership Skills	Teachers' Job Satisfaction											Job
	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	
Satisfaction												
Instructional Leadership	.573**	.372**	.571**	.605**	.594**	.588**	.592**	.612**	.503**	.517**	.559**	.679**
Cultural Leadership	.617**	.410**	.613**	.637**	.593**	.550**	.540**	.625**	.521**	.500**	.582**	.692**
Strategic Leadership	.618**	.405**	.619**	.656**	.601**	.596**	.567**	.623**	.494**	.525**	.578**	.701**
Educational Management Leadership	.548**	.407**	.579**	.626**	.606**	.582**	.578**	.585**	.481**	.509**	.542**	.675**
Organizational Management Leadership	.594**	.404**	.633**	.617**	.602**	.602**	.547**	.569**	.480**	.508**	.518**	.678**
Instructional Management Leadership	.617**	.410**	.613**	.637**	.593**	.550**	.540**	.625**	.521**	.500**	.582**	.692**

Legend: 0.51 to 1.00 (-0.51 to -1.00) - Strong Positive (Negative) Correlation, 0.31 To 0.50 (-0.31 to 0.50) – Moderate Positive (Negative) Correlation, 0.30 to 0.00 (-0.30 to 0.00) - Weak Positive (Negative) Correlation, 0 - No Correlation; Correlation is Significant at 0.01 level (2 tailed).

K1=Job Safety, K2=Predictability of Earning, K3=Vessel Gear, K4=Mental Pressure, K5=Earnings, K6=Cleanliness of work, K7=Hours Spent Work Worn, K8=Security, K9=Time Away from Home, K10=Healthfulness of Job, K11=Physical Fatigue

Principals typically make independent decisions on the operational goals and standards of the school. According to the Department of Education, the development, implementation, and evaluation of district and school systems and policies are within the responsibility of district and school administrators. Superintendents and other central administrative staff work under the supervision of a school board as district administrators. Principals and assistant principals are the two basic types of school administrators. In conclusion, motivation, leadership, and organizational culture positively and significantly affect job satisfaction. Also, this study indicated that job satisfaction, Motivation and Leadership positively and significantly affect employee performance. The study also shows that most principals follow a democratic leadership style since they welcome

teacher input and work closely and supportively with them on all fronts. The study's results also strongly link teachers' work happiness and democratic leadership style. According to the school principals, the decision making process should involve more faculty input.

In addition, this was supported by Cansoy (2019), Stating that school administrators' transformational leadership behaviors were found to be a significant predictor of job happiness and have better associations with teachers' job satisfaction than interactional leadership behaviors. On the other hand, it was discovered that their servant leadership and ethical leadership behaviors were key factors in maintaining job satisfaction for school principals. It was discovered that principals' organizational behaviors—including those that foster involvement and are adaptable, share

leadership at the school, and demonstrate individual- oriented and supportive leadership behaviors—improve teachers' job satisfaction.

The findings supported the idea that the principal's decision-making mediates teachers'

leadership style and job satisfaction. Teachers who are happy in their jobs are more motivated and interested in investing more time and effort into helping students succeed.

Table 5. Relationship between Principal's Leadership Skills and Self-Actualization

Leadership Skills	Self-Actualization
Instructional Leadership	0.675**
Cultural Leadership	0.662**
Strategic Leadership	0.704**
Educational Management Leadership	0.643**
Organizational Management Leadership	0.680**
Instructional Management Leadership	0.662**
Overall Correlation	0.723**

Legend: 0.51 to 1.00 (-0.51 to -1.00) - Strong Positive (Negative) Correlation, 0.31 To 0.50 (-0.31 to 0.50) - Moderate Positive (Negative) Correlation, 0.30 to 0.00 (-0.30 to 0.00) - Weak Positive (Negative) Correlation, 0 - No Correlation; Correlation is Significant at 0.01 level (2 tailed).

Table 5 shows the relationship between the principal's leadership skills and self-actualization. The results were significant at a 0.01 level of significance. The results showed that this model fulfilled the Goodness of Fit requirements in SEM analysis. The principal's instructional leadership and creative teaching affect student learning satisfaction. The results also showed that the principal's instructional leadership affects student self-actualization, while creative teaching has no direct effect unless it is mediated by learning satisfaction.

According to the path analysis's findings, the principal's decision-making process will determine how the principal's leadership style affects teacher job satisfaction. Therefore, it can be said that the principal's decision-making considerably mediates the relationship between the principal's leadership style and teacher work satisfaction. Compared to earlier

research, this model is completely novel. Because of this, a school should consider the importance of the principal's decision- making, in which the principal's leadership style is a crucial input, if it wants to boost teacher work satisfaction.

Self-actualization skills are developed in people who are happy with their surroundings. Self-actualization is sparked by satisfying four fundamental wants: physiological, security, love, and admiration. The claim is that self-actualization is also influenced by job satisfaction. To achieve self-actualization is to try to satisfy one's own needs for satisfaction. Pupils' capacity for self-actualization increases when they are happy with the educational experience. It takes outside inspiration and encouragement from parents, school administrators, instructors, and classmates to help students achieve self- actualization and pleasure.

Table 6. Relationship between the Principal's Leadership Skills and Supervision and Colleagues

Leadership Skills	Supervision	Colleagues
Instructional Leadership	0.695**	0.701**
Cultural Leadership	0.654**	0.693**
Strategic Leadership	0.716**	0.681**
Educational Management Leadership	0.683**	0.672**
Organizational Management Leadership	0.693**	0.644**
Instructional Management Leadership	0.682**	0.672**
Overall Correlation	0.742**	0.723**

Legend: 0.51 to 1.00 (-0.51 to -1.00) - Strong Positive (Negative) Correlation, 0.31 To 0.50 (-0.31 to 0.50) - Moderate Positive (Negative) Correlation, 0.30 to 0.00 (-0.30 to 0.00) - Weak Positive (Negative) Correlation, 0 - No Correlation; Correlation is Significant at 0.01 level (2 tailed).

Table 6 displays the relationship between the principal's leadership skills, supervision, and colleagues.

The results showed a significant relationship at a 0.01 level of significance. The findings indicated that the principal's leadership and supervision are significantly correlated (0.742) at a 0.01 significance level. In addition, the principal's leadership and colleagues are significantly correlated with 0.723 *r-values*. This only implies that the principal's leadership skills have a direct relationship with supervisors and colleagues. A principal's leadership skills affect their supervision and their relationship with their colleagues.

Instructional leadership varies from nation to nation. The best way for principals to affect instruction is through creating and establishing academic objectives for their schools. They also monitor how teachers are doing with their goals, although they are less likely to guide teachers with queries or issues with their instruction. Giving pedagogical advice may be frowned upon as an intrusion on a teacher's autonomy in some nations. In other cases, teachers may seek guidance from peers or other sources. Finland, Hong Kong, and Japan, three countries with a history of excellent academic achievement, have principals who are particularly reticent to offer guidance. On the other hand, principals in Korea, another consistently

high-achieving nation, are more active in this area.

According to Carvalho et al. (2021), strategy and strategic leadership are crucial for school leaders. However, strategy study has received little attention in the literature on educational leadership. Over the past few decades, non-educational settings have accounted for most of the theoretical and empirical work on strategy and strategic leadership, and there has been relatively little research on these topics in education. The findings of their study showed that there is little literature on strategy and that only tentative steps have been taken in the direction of a more integrated and all-encompassing model of strategic leadership. Considering a deeper knowledge of these components, research must include more intricate, long-term, and explanatory approaches.

Supervision plays a key part in supporting professional development and learning. Everyone must engage effectively as part of their practice. It's also important that their respective school principals lead supervision to meet their needs and expectations.

In addition, teachers believe that school principals typically exhibit strategic leadership skills, according to research findings. Teachers claim that school leaders typically exhibit traits of strategic leadership in transformational applications, managerial applications, and

political applications. They also consistently exhibit these traits in ethical applications. The survey indicated a moderate level of organizational commitment among teachers. The level of organizational commitment among teachers was moderate; it was low in terms of compliance, low in terms of internalization, and moderate in terms of identification. Another outcome of the study was a moderately significant positive link between teachers' organizational commitment and the strategic leadership traits of school principals.

The principal's leadership in making decisions, communicating, guiding, and developing the staff, addressing problems, and reviewing school activities was one factor that might promote the implementation of good school management.

Questionnaires, interviews, and documentation studies were used to gather the data. The outcomes also demonstrated that one of the key elements in establishing efficient school management in terms of technology, school culture, information systems, and organizations was the leadership of the principal. In educational management, running educational institutions is a key focus. It is the process of organizing, planning, and directing activities inside a school to successfully use both human and material resources and achieve the school's goals. Not just school principals can work in it. All parties involved in education must develop knowledge of educational management since it is key to assisting schools in operating profitably and successfully achieving their objectives.

Table 7. Relationship Between Principal's Supervisory Skills and Teacher's Job Satisfaction

Supervisory Skills	Teachers' Job Satisfaction											Job Satisfaction
	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	
Curriculum and instructional supervision	.596*	.369*	.581*	.580*	.607*	.665*	.608*	.591*	.529*	.574*	.526**	.693**
Organization and personnel management	.610*	.423*	.608*	.637*	.614*	.595*	.582*	.632*	.541*	.567*	.562**	.712**
Planning, assessing, and reporting teaching learning outcomes	.608*	.382*	.619*	.624*	.628*	.628*	.622*	.648*	.569*	.565*	.610**	.725**
School plant, resources, and facilities management	.659*	.381*	.615*	.605*	.606*	.571*	.531*	.585*	.488*	.514*	.515**	.677**
Personal, social growth and professional development	.613*	.384*	.589*	.612*	.604*	.589*	.583*	.616*	.553*	.541*	.582**	.700**
School, community linkages and public relations	.610*	.315*	.574*	.572*	.579*	.629*	.595*	.570*	.509*	.565*	.521**	.671**

Legend: 0.51 to 1.00 (-0.51 to -1.00) - Strong Positive (Negative) Correlation, 0.31 To 0.50 (-0.31 to 0.50) - Moderate Positive (Negative) Correlation, 0.30 to 0.00 (-0.30 to 0.00) - Weak Positive (Negative) Correlation, 0 - No Correlation; Correlation is Significant at 0.01 level (2 tailed).

K1=Job Safety, K2=Predictability of Earning, K3=Vessel Gear, K4=Mental Pressure, K5=Earnings, K6=Cleanliness of work, K7=Hours Spent Work Worn, K8=Security, K9=Time Away from Home, K10=Healthfulness of Job, K11=Physical Fatigue

Table 7 reveals the relationship between a principal's supervisory skills and a teacher's job satisfaction.

Based on the result, curriculum and instruction supervision and job satisfaction have a

0.693 correlation. This means that the curriculum and instruction supervision and job satisfaction have a moderate correlation and are significant at 0.01 level of significance. At the same time, organization and personnel

management and job satisfaction have a 0.712 correlation, which means a high correlation and a significant relationship at a 0.01 level of significance. In addition, 0.725, 0.677, 0.700, and 0.671 for planning, assessing and reporting teaching learning outcomes and job satisfaction, school plant, resources and facilities management and job satisfaction, personal, social growth and professional development and job satisfaction, and school community, linkages and public relation and job satisfaction respectively.

The factors (planning, assessing, and reporting teaching learning outcomes and personal, social growth and professional development) correlate highly to job satisfaction at 0.01 level of significance.

While the factors, school plant, resources and facilities management and school community, linkages and public relations have a moderate correlation to job satisfaction at 0.01 level of significance. Overall, the relationship between the principal's supervisory skills and the teacher's job satisfaction is highly correlated (0.745) at a

0.01 significance level. A significant relationship exists between a principal's supervisory skills and a teacher's job satisfaction. This also implies that when the principal has poor supervisory skills, this affects the teachers' job satisfaction.

Table 8 Relationship between Principal's Supervisory Skills and Self-Actualization

Supervisory Skills	Self-Actualization
1. Curriculum and instructional supervision	0.691**
2. Organization and personnel management	0.704**
3. Planning, assessing, and reporting teaching-learning outcomes	0.701**
4. School plant, resources, and facilities management	0.677**
5. Personal, social growth and professional development	0.699**
6. School, community linkages and public relations	0.678**
Overall Correlation	0.740**

Legend: 0.51 to 1.00 (-0.51 to -1.00) - Strong Positive (Negative) Correlation, 0.31 To 0.50 (-0.31 to 0.50) - Moderate Positive (Negative) Correlation, 0.30 to 0.00 (-0.30 to 0.00) - Weak Positive (Negative) Correlation, 0 - No Correlation; Correlation is Significant at 0.01 level (2 tailed).

Table 8 shows the relationship between the principal's supervisory skills and self-actualization. Based on the result, all the supervisory skills of their respective principal play a significant relationship at 0.01 level of significance. The relationship between the principal's supervisory skills and self-actualization is significant (0.740) at a 0.01 significance level.

Principal supervision has a big impact on teachers' job happiness. Other factors can affect a high association. The purpose of

academic supervision is to raise the standard of education in schools, to direct the improvement of teaching so that it is more precise and gradual, and to address the specifics of curriculum-oriented instruction. Academic supervision gives teachers direct assistance in their efforts to help students reach a given level of competency. Achieving comprehensive learning outcomes is an attempt to enhance the competence and quality of instructors.

Table 9. Relationship between Principal's Supervisory Skills and Supervision and Colleagues

Supervisory Skills	Supervision	Colleagues
1. Curriculum and instructional supervision	0.677**	0.693**
2. Organization and personnel management	0.691**	0.655**
3. Planning, assessing, and reporting teaching-learning outcomes	0.744**	0.696**
4. School plant, resources, and facilities management	0.691**	0.681**
5. Personal, social growth and professional development	0.672**	0.671**
6. School, community linkages and public relations	0.682**	0.653**
Overall Correlation	0.758**	0.743**

Legend: 0.51 to 1.00 (-0.51 to -1.00) - Strong Positive (Negative) Correlation, 0.31 To 0.50 (-0.31 to 0.50) - Moderate Positive (Negative) Correlation, 0.30 to 0.00 (-0.30 to 0.00) - Weak Positive (Negative) Correlation, 0 - No Correlation; Correlation is Significant at 0.01 level (2 tailed)

Table 9 shows the relationship between the principal's supervisory skills, supervision, and colleagues. Based on the result, all the supervisory skills of their respective principal play a significant relationship at 0.01 level of significance. Overall, the relationship between the principal's supervisory skills, supervision, and colleagues has a high correlation $r = (0.758)$ and $r = (0.743)$ at 0.01 significance level, respectively. This means a significant relationship exists between the principal's supervisory skills, supervision, and colleagues. When the principal has poor supervisory skills, this affects their supervision and good connection with their colleagues.

The findings in the study showed that the autocratic leadership style was the most prevalent and considerably had a beneficial impact on teachers' work performance. Still, the laissez-faire leadership style had either negative or ineffective effects. Ultimately, the results indicate that the principals who were the study's subjects should use a thoughtful blending of leadership styles following the unique conditions of their different schools.

As the supervision and evaluation of principals is a vital component of effective and high-performing schools, the supervisory process described in this article could benefit other district principal supervisors. These educational

leaders are engaged in a similar process of supervision and evaluation. Reviewing this supervisory and evaluative process could provide relevancy while operationalizing guiding principles that could be shared among principal supervisors responsible for building principals' leadership capacity. University principal preparation programs could also benefit from the perspective of practicing principal supervisors as universities prepare principal candidates for the rigors of the principalship and potential supervision and evaluation. Specifically, coursework could emphasize the attention given to standards, the application of instructional leadership, the process of frequent feedback, and continuous improvement.

In addition, the principal's supervision impacts how well teachers do their jobs. If this number rises, it will affect how happy teachers are at their jobs. The principal's oversight of teachers had a favourable and important on the level of job satisfaction for teachers. This means that if the principal conducts supervisory duties, it may increase employment happiness among teachers and vice versa.

Conclusion

Based on the findings derived from the study, the following conclusions were drawn:

1. It was revealed that the respondents' general opinion, which was 4.48, indicated that they strongly agreed with the claims regarding the leadership abilities of the individual public-school principals.
2. The findings suggest that the respondents firmly agreed that their individual public-school principals demonstrate effective supervisory skills in their respective schools, improving those institutions and producing outstanding students.
3. In general, the respondents strongly agreed with the statements under the basic need indicators of self-actualization, supervision, and colleagues for the degree of job satisfaction among instructors. From their point of view, they are really satisfied.
4. The result indicates a strong link between teachers' job happiness and the leadership abilities of the principal. This means that when a principal lacks effective leadership abilities, it impacts how satisfied the teachers are with their work.
5. The job happiness of teachers and the effectiveness of the principal's supervision are so significantly correlated. It also suggests that the level of job satisfaction among the teachers under the principal's supervision is impacted when the principal has poor supervision abilities.
6. This implies that there is a statistical or meaningful correlation between the leadership skills of principals and the job satisfaction of teachers. In other words, the level of leadership skills possessed by principals noticeably influences the job satisfaction levels reported by teachers.
7. The findings imply that there is a statistically significant relationship between the supervisory skills of principals and the job satisfaction of teachers. Thus, the level of supervisory skills demonstrated by principals has a noticeable effect on the job satisfaction levels expressed by teachers, indicating that there is enough statistical evidence to support a correlation between the variables.

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