

Principal's Supportive Behavior and Job Satisfaction Among Public Secondary Teachers in Tagum City Division

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Abstract— An increasing number of educators have left secure teaching positions to look into prospects outside the country. The dissatisfaction of educators might be a contributing factor in this pattern. The main purpose of the study was to determine the relationship of principal's supportive behavior in terms of emotional support, appraisal support, instrumental support, informational support, and job satisfaction among public secondary teachers in Tagum City Division. Utilizing the descriptive quantitative which applied correlational research design, this study sought to find out the relationship of the two variables. The study used two adapted instruments for principal's supportive behavior and job satisfaction. The principal's supportive behavior was a 20-item survey questions, in terms of (1) emotional support, (2) appraisal support, (3) instrumental support, and (4) informational support as to (1) very low, (2) low, (3) average, (4) high and (5) very high, and for job satisfaction level of beginning teachers of the public secondary schools in Tagum City was a 20-item survey questions as to (1) job security, (2) work environment, (3) job responsibilities, and (4) community attachments as to (1) Not Very satisfied(NVS), (2) Not Satisfied (NS), (3) Satisfied (S), (4) Very Satisfied(VS). The study found that there was a significant relationship between principal's supportive behavior and job satisfaction of beginning teachers. The result showed that the teacher's job satisfaction was influenced by their principal supportive behavior.

Keywords— principal's supportive behavior, job satisfaction, emotional support, appraisal support, instrumental support, informational support, job security, work environment, job responsibilities, community attachment, correlational research design.

INTRODUCTION

It was the primary responsibility of school leaders to ensure that teachers were satisfied with their jobs. Understanding the variables influencing retention and teaching quality was one step in creating a high-quality faculty. One of these factors was job satisfaction, which organizational academics have extensively examined and connected to both organizational commitment and performance. Bui and Baruch (2010) found that teachers' satisfaction with their jobs was closely associated with their commitment to their own personal and professional growth. Teachers experienced varying degrees of job satisfaction, just like workers in other professions, and this issue is becoming prevalent today.

A research study by the Organization for Economic Cooperation and Development (OECD, 2020), entitled "Teaching and Learning International Survey (TALIS) 2018 Results," examined the job satisfaction and working conditions of teachers in 48 countries and regions and included data on the extent to which teachers were supported by their principal. Specifically, in Manila, Philippines, it was found that 70% of Filipinos were satisfied with their jobs, leaving only 30% who considered themselves unsatisfied (JobStreet.com, 2015).

Tagum City, with its 2,160 teaching and non-teaching personnel across 13 secondary schools and 29 elementary schools, has recorded 64 cases of resignation or transfer due to the general reasons of the J1 exchange visitor program, employment abroad, transfer to another agency, and living abroad in the school year 2022-2023. In La Filipina National High School, the Human Resource Office recorded three cases of teacher resignation due to job burnout and big opportunities offered in other countries within the years 2022-2023. This observation implied that teachers were significantly dissatisfied with their existing positions, which led them to look for better opportunities abroad.

The purpose of this study was to examine the connections between administrators' supportive behaviors and teachers' job satisfaction in Tagum City.

1.1 Statement of the Problem

Primarily, this research study would determine the correlation between the level of principals' supportive behaviors and job satisfaction of public secondary school teachers of Tagum City, Davao del Norte.

Specifically, it seeks to answer the following questions:

a. What is the level of the principal's supportive behaviors in terms of:

- emotional support?
- appraisal support?
- instrumental support?
- informational support?

b. What is the level of job satisfaction of public secondary school beginning teachers in terms of:

- job security?
- work environment?
- job responsibilities?
- community attachments?

c. Is there a significant relationship between principals' supportive behaviors and beginning teachers' job satisfaction among public secondary schools in Tagum City?

d. Is there a significant relationship between the individual indicators of principals' supportive behaviors and the indicators of beginning teachers' job satisfaction?

- emotional support in terms of:

- job security?
- work environment?
- job responsibilities?
- community attachments?

- appraisal support in terms of:

- job security?
- work environment?
- job responsibilities?
- community attachments?

- instrumental support in terms of:

- job security?
- work environment?
- job responsibilities?
- community attachments?

- informational support in terms of

- job security?
- work environment?
- job responsibilities?
- community attachments?

1.2 Review Related Literature

Principal's Supportive Behavior

For administrators and supervisors, "support" meant "meeting the demands of employees in order to increase

productivity levels," "supportive activities" that would make employees appear to be an asset to the company, "positive interactions" between administrators and employees, and so on (Bhanthumnavin, 2003).

In accordance with research studies (Leithwood et al., 2004), teachers' perceptions of their principal's assistance were high. As teachers believed they had the full support of the school's administration, they were more willing to go the extra mile for their pupils. According to several studies (Dagenhart, O'Connor, & Petty, 2005), teachers who feel unappreciated are more inclined to quit their jobs.

A research study from Turkey, Ertürk (2021), proved that supportive behaviors of school administrators were found to have a significant impact on teachers' job satisfaction. Hence, the school head was the primary setter of the school climate, and his or her supportive behavior brought rapid changes, developments, innovations, and changes in education as well.

Administrator/supervisor support consists of appraising teachers' achievements and the degree to which they deserve to be applauded, as well as putting a focus on teachers' development as professionals and individuals (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002).

Job Satisfaction

Employees' attitudes and expectations toward their jobs and the company as a whole were included when calculating job satisfaction. Employees' levels of job satisfaction might be indicative of their attitudes and opinions regarding their workplace and the company as a whole. In order for an employee to feel fulfilled in their work, the job's qualities must either align with their preferences or meet their psychological and other requirements (Aziri, 2011).

Additionally, efforts were being made to improve teachers' fulfillment at work since the topic of teacher job satisfaction had gained attention in recent years as a result of worldwide education assessment studies addressing this subject. It was crucial to identify the elements affecting teachers' jobs since teachers were one of those professions that had a significant impact on the future of their nations. Yuh and Choi (2017) elaborated that there were several elements interplaying in the dynamic structure of job satisfaction.

According to research conducted by Sawati et al. (2013), no correlation was discovered between principals' leadership styles and years of experience. Teachers' happiness and success may be improved by ensuring they have a high degree of job satisfaction and obtaining support from their administrators. Teachers who experience these benefits will have high levels of subjective well-being (Zdeveciolu & Doruk, 2019).

1.3 Theoretical Framework

This theory was anchored to the Value Theory by Edwin A. Locke. It stated that job satisfaction occurs when the job outcomes of an employee receives match those desired by him. In other words, the discrepancy between the present aspects of the job and the aspect desired by the employee generates job dissatisfaction. The greater the discrepancy, the greater the job dissatisfaction, and vice versa. This theory invites the attention of

management to those aspects of the job which cause dissatisfaction and transform them so that employee feels satisfied.

The conceptual framework of the study reveals the independent and dependent variables. The independent variable is the level of the Principal's Supportive Behaviors grounded on the following: emotional support, appraisal support, instrumental support, informational support. While the dependent variable is the Job Satisfaction of beginning teachers of the thirteen secondary schools in Tagum City in terms of job security, work environment, job responsibilities, and community attachments. Furthermore, the conceptual framework of the study correlates the relationship between the principals' supportive behaviors and beginning teachers' job satisfaction among public secondary schools in Tagum City.

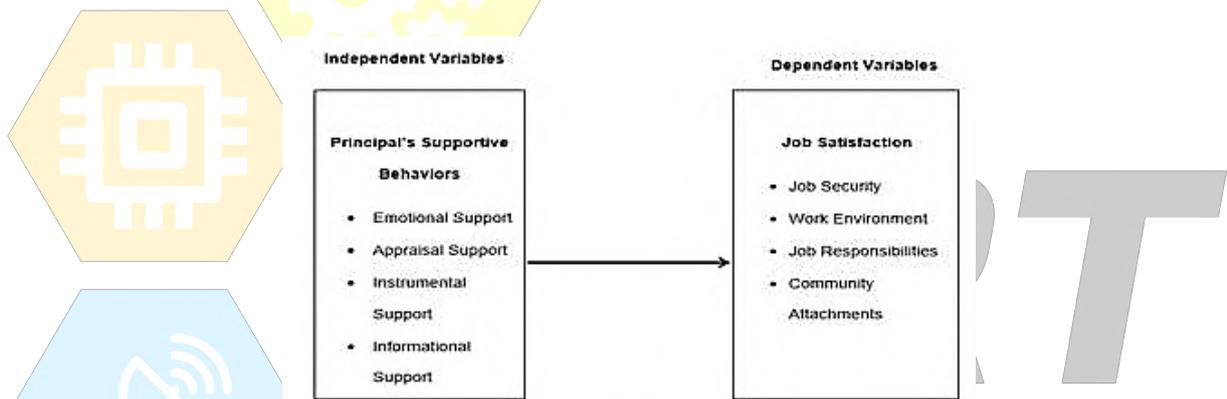


Figure 1. Conceptual Framework

2. METHODOLOGY

2.1 Research Design

The study utilized a descriptive-surveyed correlation research design. The descriptive correlational design used in research studies aimed to provide static pictures of situations as well as establish the relationship between different variables (Mcburney & White, 2009). Furthermore, the descriptive survey-correlational method was one in which there was a relationship between variables and data, and a group of people or items was studied by collecting and analyzing data. In other words, only a part of the population has been studied, and findings from this were expected to be generalized to the entire population in this regard.

2.2 Research Locale

The study located in Tagum City, province of Davao del Norte. The establishment of the School Division of Tagum City is anchored on Department of Education

(DepEd) Order No. 50, S. 2002 entitled, "The Establishment of Interim City Schools Division throughout the Country". To this date, the DepEd Regional Office (2022) has recorded that the teacher population of Tagum City Division was 2,160 with nine secondary schools, three integrated schools, and one stand-alone senior high school.

2.3 Research Respondents

The respondents of this study were those teachers who were considered beginning teachers of the Department of Education. Department of Education Order No. 43 Series of 2017 mandated a systematic and comprehensive professional development program called the Induction Program for Beginning Teachers (IPBT) for teachers to help them gain the knowledge, skills, attitudes, and values (KSAVs) they need to become effective and efficient educators who foster the skills and interests of all their students.

2.4. Research Instruments

The research study would utilize two types of instruments. The first one was a survey questionnaire composed of 20 items, five for each indicator, adopted from the study of Ramazan Ertürk of the Republic of Turkey Ministry of National Education entitled, "The Relationship between School Administrators' Supportive Behaviors and Teachers' Job Satisfaction and Subjective Well-Being," that measured the principals' supportive behavior in terms of (1) emotional support, (2) appraisal support, (3) instrumental support, and (4) informational support as to (1) very low, (2) low, (3) average, (4) high, and (5) very high.

The second instrument, composed of 20 items, five for each indicator, was also an adoption from Glorineil D. Romero and Nimrod F. Bantigue of the University of the Philippines, from their study entitled, Job Satisfaction Level of K to 12 Teachers Utilizing Multiple Statistical Tools, which measured the job satisfaction level of beginning teachers of the public secondary schools in Tagum City as to (1) job security, (2) work environment, (3) job responsibilities, and (4) community attachments

as to (1) not very satisfied (NVS), (2) not satisfied (NS), (3) satisfied (S), and (4) very satisfied (VS).

2.4 Statistical Treatment

This study utilized statistical tools such as mean, Pearson's R, standard deviation, and frequency to identify the correlation of the level of the principals' supportive behavior and the level of job satisfaction of the beginning teachers of the 13 public secondary schools in Tagum City.

3. RESULTS AND DISCUSSION

This following presented the results obtained from the collected data and the subsequent analyses and interpretations based on the problems presented.

Level of Principal's Supportive Behaviors

This section presented the results of the first statement of the problem, which examined the level of the principal's supportive behavior according to emotional support, appraisal support, instrumental support, and informational support.

Table I. Level of Principal's Supportive Behaviors in terms of Emotional Support.

Emotional Support	Mean	Descriptive Rating
1. The principal gives me undivided attention when I am talking.	4.09	High
2. The principal gives me a sense of importance- that I make a difference.	4.28	High
3. The principal supports my decisions.	4.16	High
4. The principal trusts my judgment in making classroom decisions.	4.17	High
5. The principal shows confidence in my actions.	4.26	High
Overall Mean	4.196	High

Showed in table 1 that the category 'the principal gives me a sense of importance that I make a difference' got the highest mean of 4.28 and the descriptive rating of high. This followed by 'the principal shows confidence in my actions' with a mean of 4.26 and the descriptive rating of high. The category 'the principal shows trusts my judgment in making classroom decisions' came with a mean of 4.17 and the descriptive rating of high. The next category, which was 'the principal supports my decisions' earned the mean of 4.16 with the descriptive rating of high. Meanwhile, the category that got the lowest mean was 'the principal gives me undivided attention when I am talking' with the mean of 4.09 and the descriptive rating of high. The overall mean of emotional support was 4.196, and the descriptive rating was high.

principal gives a sense of importance. It was truly overwhelming when the principal gave a sense of importance, and it gave the teacher the feeling of being valued, which could have a positive impact on their morale and motivation to perform well in the teaching and learning process. Although not many, some teachers also experienced feeling less important, especially when the principal did not actively listen to their sentiments or suggestions.

Similarly, in prior studies by Bakker and Demerouti (2008), various workplace resources, such as social support from supervisors, work engagement, and favorable work-related outcomes, have been shown to have a positive association. Additionally, emotional support encouraged teacher feeling of fulfillment and happiness, which raised work satisfaction.

The result implied that the largest direct effect on teacher job satisfaction in this indicator was that the

Table II. Level of Principal's Supportive Behavior in terms of Appraisal Support

Appraisal Support	Mean	Descriptive Rating
1.The principal is honest and straightforward with the staff.	4.35	High
2.The principal provides frequent feedback about my performance.	4.16	High
3.The principal helps me evaluate my needs.	4.18	High
4.The principal provides extra assistance when I become overloaded	4.06	High
5.The principal equally distributes resources and unpopular chores.	4.1	High
Overall Mean	4.17	High

The category 'the principal is honest and open with the staff' has the highest mean of 4.35 and the descriptive rating of high, as shown in the table.

This followed by 'the principal helps me evaluate my needs' with a mean of 4.18 and the descriptive rating of high. The next category 'principal provides frequent feedback about my performance' came closely with a mean of 4.16 and the descriptive rating of high.

The next category, which was 'the principal equally distributes resources and unpopular chores' earned the mean of 4.1 with the descriptive rating of high. Meanwhile, the category that got the lowest mean was 'the principal provides extra assistance when I become overloaded' with the mean of 4.06 and the descriptive rating of high. The overall mean of appraisal support was 4.17, and the descriptive rating was high.

The result revealed that the largest direct effect on teacher job satisfaction in this indicator was that the principal is honest and straightforward with the staff. The school community can in fact develop a culture of transparency and trust under the leadership of an honest and straightforward principal.

This trust and transparency could contribute to a positive working relationship between teachers and the principal. Trust between members of an organization and between management and staff allows for open lines of communication and leads to outstanding results (Callaway, 2006). Overall, by offering feedback, honoring accomplishments, encouraging professional development, and building a pleasant work environment for teachers, assessment support played a critical part in fostering job satisfaction.

Table III. Level of Principal's Supportive Behavior in terms of Instrumental Support

Instrumental Support	Mean	Descriptive Rating
1.The principal provides time for various non-teaching responsibilities (e.g. IEPs, conferences, test students).	4.18	High
2. The principal provides opportunities for me to grow professionally.	4.39	High
3. The principal encourages professional growth.	4.57	Very High
4. The principal provides adequate planning time.	4.23	High
5. The principal provides materials for our classrooms and instruction.	3.76	High
Overall Mean	4.226	High

The table showed that the category "the principal encourages professional growth" got the highest mean of 4.57 and the descriptive rating of very high. This followed by 'the principal provides opportunities for me to grow professionally' with a mean of 4.39 and the descriptive rating of high. Then, the category 'the principal provides adequate planning time' with a mean of 4.23 and the descriptive rating of high. The next category 'principal provides time for various non-teaching responsibilities (e.g. IEPs, conferences, test

students)' came thoroughly with a mean of 4.18 and the descriptive rating of high. Meanwhile, the category that got the lowest mean was 'the principal provides materials for our classrooms and instruction' with the mean of 3.76 and the descriptive rating of high. The overall mean of instrumental support was 4.226 and the descriptive rating was high.

The result revealed that the main effect on teacher job satisfaction in this indicator was that the principal

encourages professional growth. Certainly, most of the principal encouraged their teacher to pursue professional growth were more likely to feel confident and empowered on their role as teacher. In addition to Mwihaki's (2019) research proved that principals in Kirinyaga County were very supportive of teachers'

pursuit of professional development by providing them with opportunities for in-service training and study leave. Furthermore, instrumental assistance enabled teachers to improve their abilities and expertise through professional development opportunities, which had a favorable effect on their job satisfaction.

Table IV. Level of Principal's Supportive Behavior in terms of Informational Support

Informational Support	Mean	Descriptive Rating
1.The principal provides data for me to reflect on following classroom observations of my teaching.	4.13	High
2. The principal provides suggestions for me to improve my instruction.	4.22	High
3.The principal provides copies of department orders or memorandums for us to read and follow.	4.55	Very High
4. The principal provides technical assistance on matters relating to the implementation of programs and how to improve them.	4.37	High
5. The principal provides clear information with regards to promotion opportunities.	4.39	High
Overall Mean	4.332	High

The table showed that the category "the principal copies of department orders or memorandums for us to read and follow" got the highest mean of 4.55 and the descriptive rating of very high. It followed by 'the principal provides clear information with regards to promotion opportunities' with a mean of 4.39 and the descriptive rating of high. The next category 'the principal provides technical assistance on matters relating to the implementation of programs and how to improve them' came thoroughly with a mean of 4.37 and the descriptive rating of high. The next category, which was 'the principal provides suggestions for me to improve my instruction' earned the mean of 4.22 with the descriptive rating of high. Meanwhile, 'the principal provides data

for me to reflect on following classroom observations of my teaching' had a mean of 4.13 and the descriptive rating of high. The overall mean of informational support was 4.332 and the descriptive rating was high.

The result revealed that the main effect on teacher job satisfaction in this indicator was that the principal provides copies of department orders or memorandums for us to read and follow. In reality, it ensured that teachers received clear and consistent information about policies, procedures, and expectations when the principal sends copies of department orders or memoranda.

Table V. Summary on the Extent of the Principal's Supportive Behavior in terms of the Specified Indicators

Indicators	Mean	Interpretation
Emotional Support	4.192	High
Appraisal Support	4.17	High
Instrumental Support	4.226	High
Informational Support	4.332	High
Overall	4.226	High

By doing so, it might be easier for teachers to connect their methods with the more general objectives and standards established by the department or district. In research study conducted by Ertürk, R. (2021), it found a positive and moderate relationship between school administrators' emotional, instrumental support and principal support total scale and teachers' job satisfaction and a positive and high-level relationship

between school administrators' informational support and teachers' job satisfaction. Also, when teachers had timely access to reliable information, they were better able to manage issues as they arose and felt more confident about their job duties, which increased overall work satisfaction.

Presented in Table 5 the extent of the principal's supportive behavior based on the identified four indicators emotional support, appraisal support, instrumental support, and informational support. Reflected in Table 5 was the summary on the level of principal's supportive behavior which obtained an overall mean score of 4.226.

This implied that public school beginning teachers experienced supportive behavior from their principal. The indicator informational support reported the highest mean score of 4.332 with a descriptive equivalent of high, followed by the instrumental support with the mean of 4.226 and descriptive rating of high, then trailed by emotional support with the mean of 4.192 and

descriptive rating of high. While appraisal support had the lowest mean score of 4.17 with a descriptive equivalent of high. Among the indicators of principal's supportive behavior, it found out that appraisal support had the lowest mean. It implied that beginning teachers received less support where teachers were valued and where they could work peacefully and comfortably.

Level of Job Satisfaction of Public Secondary School Beginning Teachers

This section presented the results to the second statement of the problem that examines the level of job satisfaction of public secondary school beginning teachers according to job security, work environment, job responsibilities, and community attachments.

Table VI. Job Satisfaction of Public Secondary School Beginning Teachers in terms of Job Security

Job Security	Mean	Descriptive Rating
1. My job provides me with a salary enough for a living.	2.88	Satisfied
2. My job provides me with clothing and teaching allowances.	3.48	Satisfied
3. My job provides me with the supplies and materials I needed.	2.81	Satisfied
4. My job provides me with incentives and cash gifts or bonuses.	3.68	Very Satisfied
5. My job provides me with a sense of meaning and purpose.	3.36	Satisfied
Overall Mean	3.242	Satisfied

The table showed that the category "my job provides me with incentives and cash gifts or bonuses" got the highest mean of 3.68 and the descriptive rating of very satisfied. This was followed by 'my job provides me with clothing and teaching allowances' with a mean of 3.48 and the descriptive rating of satisfied. The next category 'my job provides me with a sense of meaning and purpose' came thoroughly with a mean of 3.36 and the descriptive rating of satisfied. The next category, which was 'my job provides me with a salary enough for a living' earned the mean of 2.88 with the descriptive rating of satisfied. Meanwhile, 'my job provides me with the supplies and materials I needed' with the mean of 2.81 and the descriptive rating of satisfied. The overall mean of job security is 3.242 and the descriptive rating was satisfied.

The result showed that the main effect on teacher job satisfaction in this indicator was that the teacher's job provides with incentives and cash gifts or bonuses. Fortunately, public school teachers received incentives declared and mandated by the government. Incentives and cash gifts or bonuses can boost motivation and morale, encouraging teachers to continue their efforts and strive for excellence in their work.

As Dachapalli and Parumasur (2012) found, employees who feel safe in their jobs are more content in their positions. Additionally, having an established profession in the teaching field gives teachers a feeling of assurance and tranquility of mind, which increases work satisfaction.

Table VII. Job Satisfaction of Public Secondary School Beginning Teachers in terms of Work Environment

Work Environment	Mean	Descriptive Rating
1. I feel I am valued in this organization.	3.37	Satisfied
2. I feel I am part of a team working toward a shared goal.	3.49	Satisfied
3. I feel I am able to make good use of my skills and abilities.	3.49	Satisfied
4. I feel I am supported by my colleagues and peers.	3.59	Very Satisfied
5. I feel I am encouraged by my school heads and supervisors.	3.45	Satisfied
Overall Mean	3.48	Satisfied

According to the table, the category "I feel I am supported by my colleagues and peers" has the highest mean of 3.59 and the most descriptive rating of very satisfied. The statements "I feel I am part of a team working toward a shared goal" and "I feel I am able to make good use of my skills and abilities" came next, both with a mean of 3.49 and descriptive rating of satisfied.

The next category 'I feel I am encouraged by my school heads and supervisors' came thoroughly with a mean of 3.45 and the descriptive rating of satisfied. Meanwhile, 'I feel I am valued in this organization' with the mean of 3.37 and the descriptive rating of satisfied. The overall mean of work environment was 3.48 and the descriptive rating was satisfied.

The result showed that the main effect on teacher job satisfaction in this indicator was that the teacher's feeling of being supported by colleagues and peers. Undeniably, teachers' emotional wellbeing increases when they sense their peers and colleagues were there for them. It gave them the feeling of comfort and foster supportive environment which helped to enhance their work performance. Raziqa and Maulabakhsha (2015) found that workers' output improved in workplaces where they were given more autonomy over their work schedules, fewer responsibilities, an emphasis on teamwork, and the backing of upper management. Similarly, a secure and welcoming workplace promoted a feeling of well-being that helped teachers concentrate on their duties and increases job satisfaction.

Table VIII. Job Satisfaction of Public Secondary School Beginning Teachers in terms of Job Responsibilities

Job Responsibilities	Mean	Descriptive Rating
1. I am given enough authority to make the decisions I need to make.	3.3	Satisfied
2. I am able to participate in making important school decisions.	3.2	Satisfied
3. I am able to understand the importance of my role in the success of the organization.	3.37	Satisfied
4. I am able to execute my duties and responsibilities with joy and happiness.	3.3	Satisfied
5. I am given a checklist of the things I need to do for my work.	3.21	Satisfied
Overall Mean	3.28	Satisfied

The category "I am able to understand the importance of my role in the success of the organization" which was listed in the table, has the highest mean of 3.37 and the descriptive rating of satisfied. The statements "I am given enough authority to make the decisions I need to make" and "I am able to execute my duties and responsibilities with joy and happiness" came next, both with a mean of 3.3 and descriptive rating of satisfied. The next category 'I am given a checklist of the things I need to do for my work' came thoroughly with a mean of 3.21 and the descriptive rating of satisfied. For the meantime, 'I am able to participate in making important school decisions' with the mean of 3.2 and the descriptive rating of satisfied. The overall mean of job

responsibilities was 3.28 and the descriptive rating of satisfied. The result showed that the main effect on teacher job satisfaction in this indicator was that the teachers were able understand the importance of the role in the success of the organization. Definitely, teachers' responsibilities go far beyond only imparting knowledge; they take on a number of tasks that aid in the growth and overall success of an organization. According to Hughes' (2016) research, educators have demanding jobs as leaders, counselors, tutors, managers, and team members. Similarly, teachers had a stronger sense of accomplishment and job satisfaction when they were able to use the information they had acquired in the course of their duties.

Table IX. Job Satisfaction of Public Secondary School Beginning Teachers in terms of Community Attachments

Community Attachments	Mean	Descriptive Rating
1. I am able to maintain a reasonable balance between work and my personal life.	3.14	Satisfied
2. I am able and willing to give extra effort to help this organization succeed	3.41	Satisfied
3. I am able to expand my horizon and network of friends through my work.	3.45	Satisfied
4. I am able to build partnerships with different agencies and private institutions.	3.11	Satisfied

5.I am able to integrate in different communities to gather resources for the school.	3.16	Satisfied
Overall Mean	3.254	Satisfied

The table showed the category "I am able to expand my horizon and network of friends through my work" has the highest mean of 3.45 and the descriptive rating of satisfied. The statement "I am able and willing to give extra effort to help this organization succeed" with a mean of 3.41 and descriptive rating of satisfied. The next category, "I am able to integrate in different communities to gather resources for the school" with a mean of 3.16 and descriptive rating of satisfied. Correspondingly, the category 'I am able to maintain a reasonable balance between work and my personal life' came thoroughly with a mean of 3.14 and the descriptive rating of satisfied. And the category 'I am able to build partnerships with different agencies and private institutions' with the mean of 3.11 and the descriptive rating of satisfied. The overall mean of community attachments was 3.254 and the descriptive rating of

satisfied. The result showed that the main effect on teacher job satisfaction in this indicator was that the teachers were able to expand the horizon and network of friends through teaching. Absolutely, teachers could work together with a variety of stakeholders, such as learners, parents, the local government, the private sector, etc. It enabled teachers to establish strong connections with the community through teaching. According to the findings of Song et al. (2014), a creative school atmosphere impacted the outcome variable, teachers' knowledge creation practices, by encouraging instructors to share and use their expertise in the classroom. Overall, community attachments are essential for establishing connections, boosting job satisfaction, and creating a healthy work environment for teachers.

Table X. Summary on the Extent of the Job Satisfaction of Public Secondary School Beginning Teachers in terms of the Specified Indicators

Indicators	Mean	Interpretation
Job Security	3.242	Satisfied
Work Environment	3.472	Satisfied
Job Responsibilities	3.280	Satisfied
Community Attachments	3.254	Satisfied
Overall	3.312	Satisfied

Reflected in Table 10 was the summary on the level of the job satisfaction of public secondary school beginning teachers which obtained an overall mean score of 3.312 with descriptive rating of satisfied. This implied that public school beginning teachers experienced satisfactory level on their job. The indicator work environment reported the highest mean score of 3.472 with a descriptive equivalent of satisfied while job security has the lowest mean score of 3.242 with a

descriptive equivalent of satisfied. Among the indicators of job satisfaction of beginning teachers, it found out that job security had lowest mean. It implied that beginning teachers felt less on the salary, on the clothing and teaching allowances, on the supplies and materials needed, on the incentives and cash gifts or bonuses, or even with a sense of meaning and purpose in their respective school.

Table XI. Relationship Between Principals' Supportive Behaviors and Beginning Teachers' Job Satisfaction

Variables	p-value	Correlation Coefficient	Remarks
Principal's Supportive Behavior	0.000	0.544	Significant (0.544 moderate positive correlation)
Beginning Teachers' Job Satisfaction			

The table 11 revealed the result of correlation between principal's supportive behavior and beginning teachers' job satisfaction, which interpreted as moderately positive correlation since Pearson's r which had 0.544 and $p < .05$ and p-value of 0.000. This implied that the higher the principal supportive behavior, the higher the job satisfaction of the beginning teachers; and, the lower the principal supportive behavior, the lower the job satisfaction of the beginning teachers. Hence, it indicated the evidence against the null hypothesis.

This indicated a significant moderate positive correlation of principals' supportive behaviors and beginning teachers' job satisfaction among public secondary schools. If teachers felt valued and supported by the administration, it might improve their sense of purpose and drive. This research found that a correlation existed between a principal's level of support for teachers and the level of satisfaction that those teachers had with their jobs.

Table XII. Relationship Between Emotional Support to Job Security, Work Environment, Job Responsibilities and Community Attachments

Variables	p-value	Correlation coefficient	Remarks
Emotional Support and Job Security	0.159	0.142	Not Significant
Emotional Support and work environment	0.000	0.348	Significant
Emotional Support and Job responsibility	0.000	0.500	Significant
Emotional Support and community attachment	0.001	0.332	Significant

The table revealed the relationship between the emotional support to job security, work environment, job responsibilities and community attachments. Emotional support and job security had negligible correlation coefficient 0.142 and the p-value was 0.159, which remarked as not significant since p-value >0.05. Emotional support and work environment have 0.348 low positive correlation and p-value was 0, which remarked as significant since p-value <0.05.

Emotional support and job responsibility had 0.500 moderately positive correlation and p-value was 0, which remarked as significant since p-value <0.05. Emotional support and community attachment have

0.332 low positive correlation and p-value was 0.001, which remarked as significant since p-value <0.05.

Based on the result, emotional support was moderately positive correlated to job responsibility, low positive correlated to work environment and community attachment, and it was not related to the job security of beginning teachers of public schools. It implied that the more emotional support the school principal could give, the higher the job responsibilities of the teachers. Thus, teachers were more likely to be content with their careers when they were supported and respected by their coworkers and superiors. Motivation, dedication, and a readiness to go above and beyond in their professional tasks were the results of this happiness.

Table XIII. Relationship Between Appraisal Support to Job Security, Work Environment, Job Responsibilities and Community Attachments

Variables	p-value	Correlation coefficient	Remarks
Appraisal Support and Job Security	0.064	0.186	Significant
Appraisal Support and Work Environment	0.000	0.497	Significant
Appraisal Support and Job Responsibility	0.000	0.672	Significant
Appraisal Support and Community Attachment	0.000	0.457	Significant

The table 13 revealed the relationship between the appraisal support to job security, work environment, job responsibilities and community attachments. Appraisal support and job security had negligible correlation coefficient 0.186 and the p-value was 0.064, which remarked as significant since p-value <0.05. Appraisal support and work environment had 0.497 low positive correlation and p-value was 0, which remarked as significant since p-value <0.05. Appraisal support and job responsibility had 0.672 moderately positive correlation and p-value was 0, which remarked as significant since p-value <0.05. Appraisal support and

community attachment had 0.457 low positive correlation and p-value was 0.000, which remarked as significant since p-value <0.05.

Based on the result, appraisal support was moderately positive correlated to job responsibility, low positive correlated to work environment and community attachment, and negligible correlated to the job security of beginning teachers of public schools. It implied that the higher the appraisal support the school principal could give, the higher the job responsibilities of the teachers. In other word, teachers felt appreciated and

were inspired to improve in their work duties when they got praise and gratitude for their accomplishments mixed with helpful criticism. This feeling of fulfillment

at work led to greater dedication, engagement, and better instruction.

Table XIV. Relationship Between Instrumental Support to Job Security, Work Environment, Job Responsibilities and Community Attachments

Variables	p-value	Correlation coefficient	Remarks
Instrumental Support and Job Security	0.015	0.242	Significant
Instrumental Support and Work Environment	0.000	0.440	Significant
Instrumental Support and Job Responsibility	0.000	0.591	Significant
Instrumental Support and Community Attachment	0.000	0.439	Significant

The table 14 revealed the relationship between the instrumental support to job security, work environment, job responsibilities and community attachments. Instrumental support and job security had negligible correlation coefficient 0.242 and the p-value was 0.015, which remarked as significant since p-value <0.05. Instrumental support and work environment had 0.440 low positive correlation and p-value was 0, which remarked as significant since p-value <0.05. Instrumental support and job responsibility had 0.591 moderately positive correlation and p-value was 0, which remarked as significant since p-value <0.05. Instrumental support and community attachment had

0.439 low positive correlation and p-value is 0.000, which remarked as significant since p-value <0.05. Based on the result, instrumental support was moderately positive correlated to job responsibility, low positive correlated to work environment and community attachment, and negligible correlated to the job security of beginning teachers of public schools. It implied that the higher the instrumental support the school principal could offer, the higher the job responsibilities of the teachers. Furthermore, teachers who had the necessary tools available to them could design interesting classes, run their classes effectively, and better cater to the different necessities of students.

Table XV. Relationship Between Informational Support to Job Security, Work Environment, Job Responsibilities and Community Attachments

Variables	p-value	Correlation coefficient	Remarks
Informational Support and Job Security	0.190	0.234	Not Significant
Informational Support and Work Environment	0.000	0.403	Significant
Informational Support and Job Responsibility	0.000	0.594	Significant
Informational Support and Community Attachment	0.000	0.433	Significant

The table 15 revealed the relationship between the informational support to job security, work environment, job responsibilities and community attachments. Informational support and job security had negligible correlation coefficient 0.234 and the p-value was 0.19, which remarked as not significant since p-value >0.05. Informational support and work environment had 0.403 low positive correlation and p-value was 0, which remarked as significant since p-value <0.05. Informational support and job responsibility had 0.594 moderately positive correlation and p-value was 0, which remarked as significant since p-value <0.05. Informational support and community attachment had 0.433 low positive correlation and p-value was 0.000, which remarked as significant since p-value <0.05.

Based on the result, informational support was moderately positive correlated to job responsibility, low positive correlated to work environment and community attachment, and negligible correlated to the job security of beginning teachers of public schools. It indicated that the higher the informational support the school principal could contribute, the higher the job responsibilities of the teachers. Thus, teachers might work together, share ideas, and benefit from one another's experiences by giving them venues to share knowledge, innovations, and teaching resources. Teachers might develop professionally, innovate, and feel an overwhelming sense of being part of a community in this cooperative setting.

Summary on the Extent of Relationship Between the Individual Indicators of Principals' Supportive Behaviors and The Indicators of Beginning Teachers' Job Satisfaction

The data showed above the relationship of the indicators of principal's supportive behaviors in terms of emotional support, appraisal support, instrumental support, and informational support, had moderate positive correlation to the indicator of beginning teachers job satisfaction specifically job responsibilities. Thus, it implied the higher the principal's supportive behavior in terms of emotional support, appraisal support, instrumental support, and informational support, the higher the job responsibilities and vice versa.

CONCLUSION AND RECOMMENDATION

The principal's supportive behavior and job satisfaction among public secondary teachers in Tagum City were significantly related. Analysis of the data revealed a modestly favorable association between teachers' reports of work satisfaction and their administrators' perceived levels of support for them.

The data also showed the relationship between the principal's supportive behavior indicators to job satisfaction indicators. Emotional support had significant on work environment, job responsibility, and community attachments. But it didn't have significantly relate to job security. On the other hand, appraisal support had significant on job security, work environment, job responsibility, and community attachments.

While, instrumental support had significant on job security, work environment, job responsibility, and community attachments. Informational support had significant on work environment, job responsibility, and community attachments. And also, it didn't have significantly relate to job security. Some teachers required emotional support, while others might benefit more from informational, instrumental or appraisal support. As a result, it was essential for administrators to gauge the needs of their teachers and provide appropriate levels of assistance.

Based on the conclusions derived from the findings of the study, the following recommendations are hereby presented:

- Students should always keep in mind the importance of appreciating and respecting their teacher's time and work. Talk to them like an adult, tell them how much their advice and counsel have meant to you, and show your appreciation.
- Teachers should have positive, edifying relationships with both their principal and their peers. Create a welcoming environment at school by encouraging student participation and working together with other teachers.
- The school principals should lead by example by showing their teachers empathy and support. Provides direction, encourages teamwork amongst peers, offers constructive feedback, and treats employees as valued professionals by launching a variety of training, program, and activity initiatives. As consequently, it may help establish a positive learning environment and encourage high achievement.
- The Department of Education should create regulations and standards that make the health and happiness of educators a key priority. Recognizing that happy and well-supported teachers are in a better position to educate their students.
- Future researchers should carry out further investigate on the connection between supportive principal behavior and teachers' work satisfaction in a variety of circumstances, including studies that prioritize on how teacher job satisfaction affects teaching and learning process.

ACKNOWLEDGEMENTS

The researchers would like to express deep gratitude and appreciation to the people who have contributed and supported for the success of this study.

Our greatest gratitude to the respondents of this study, the teachers of Tagum City Division especially from 13 secondary schools, for genuinely sharing their time and cooperation which made this research come to its completion. The researchers would also like to extend gratitude to the panelist of Assumption College of Nabunturan, for sharing their statistical expertise, for their word of guidance, suggestions and comments for the development of this study. Furthermore, the researcher would like to thank family, friends and colleagues for their continuous support and encouragement throughout the research process.

-The Researchers

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