



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Competencies of School Leaders: Effect on Teachers' Job Satisfaction

Joyce C. Postio

Universidad de Sta. Isabel de Naga, Inc., Philippines
Corresponding Author e-mail: joyce.postio2@deped.gov.ph

Received: 29 January 2025

Revised: 02 March 2025

Accepted: 04 March 2025

Available Online: 04 March 2025

Volume IV (2025), Issue 1, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: This study aimed to explore the relationship between school heads' leadership competencies and teachers' job satisfaction in elementary schools.

Methodology: A descriptive-correlational design was utilized in the quantitative phase. Data were collected from teachers and school heads through surveys and standardized instruments, with respondents selected via purposive sampling.

Results: The findings revealed that leadership competencies in instructional leadership, strategic planning, and professional development were positively correlated with teachers' job satisfaction. However, work environment and community engagement showed mixed results, indicating areas for potential improvement.

Conclusion: School heads' leadership competencies significantly influence teachers' job satisfaction. Effective leadership practices foster positive school culture, support professional growth, and enhance job satisfaction.

Keywords: Competencies, Job Satisfaction, Engagement

INTRODUCTION

Leadership competency is integral to the success of any educational institution, as it directly influences job satisfaction and overall organizational performance. Education leadership has been recognized as a cornerstone of school effectiveness. Competent leaders are essential in shaping a positive school culture, addressing staff needs, and ensuring student success. Leadership competencies encompass various skills, including visionary leadership, instructional expertise, relational skills, and organizational management. Visionary leadership involves setting a clear and inspiring direction for the institution, while instructional leadership focuses on enhancing teaching and learning practices. Relational leadership emphasizes the importance of fostering strong, positive relationships with staff, students, and the community, and organizational management ensures the efficient operation of schools.

In the Philippines, the role of school heads is pivotal in navigating the challenges posed by limited resources, diverse student needs, and evolving educational policies. Leadership practices are directly linked to teacher job satisfaction, influencing retention, performance, and the quality of education delivered. Research highlights that transformational leadership, characterized by the ability to inspire and motivate employees, significantly enhances job satisfaction by fostering a sense of purpose and belonging among teachers (Springer, 2019). This leadership style, when paired with cultural competence and emotional intelligence, is particularly critical in the Philippine context, where the interplay of socio-cultural dynamics shapes educational outcomes.

In districts such as San Fernando and the Division of Camarines Sur, teacher dissatisfaction and turnover remain pressing issues. While comprehensive data on teacher resignations is limited, anecdotal evidence suggests that dissatisfaction often stems from a misalignment between school heads' leadership styles and teachers' expectations and needs (Elyashiv, 2019). This disconnect highlights the need for leaders to possess and effectively apply competencies tailored to their schools' specific challenges. For instance, a school facing declining student performance may benefit from leaders with strong instructional leadership skills, while schools in expanding communities may require leaders proficient in organizational management.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Leadership competency profoundly impacts job satisfaction, encompassing emotional intelligence, cultural competence, strategic decision-making, and the ability to cultivate a shared vision. Effective leaders create inclusive and supportive environments where teachers feel valued, understood, and aligned with institutional goals. This leads to enhanced engagement, commitment, and professional growth, which are essential for fostering higher job satisfaction and overall school effectiveness. By prioritizing open communication, professional development, and a positive organizational climate, competent leaders can address the root causes of teacher dissatisfaction and create lasting improvements in their schools.

Given the critical role of leadership in shaping job satisfaction, this study aimed to determine the competencies of school leaders and their influence on teachers' job satisfaction in the San Fernando District. The research explored the impact of leadership competencies in key areas, such as instructional leadership, strategic planning, professional development, community engagement, and resource management, on teacher job satisfaction factors, including job security, work environment, and job responsibilities. The findings are expected to deepen the understanding of leadership competencies and their application in addressing teacher needs, ultimately contributing to more effective management strategies and leadership models for school heads.

Objectives

This study aimed to assess the leadership competencies of school heads and their effect on teachers' job satisfaction. By examining specific components of leadership and satisfaction, the research sought to identify key areas of strength and opportunities for improvement.

Specifically, this research addressed the following questions:

1. What is the level of leadership competencies of school heads along the following components?
 - a. Instructional leadership
 - b. Strategic Planning
 - c. Resource Management
 - d. Professional Development
2. What is the level of teachers' job satisfaction in terms of the following factors?
 - a. Job security
 - b. Work Environment
 - c. Job Responsibilities
 - d. Community Engagement and Linkages
3. Do school heads' leadership competencies significantly affect teachers' job satisfaction?
4. What intervention plan may be proposed based on the study results?

METHODS

Research Design

This study employed a quantitative research approach, utilizing a descriptive-correlational research design to explore the relationship between school heads' leadership competencies and teachers' job satisfaction in elementary schools. A quantitative approach allows for the systematic collection and analysis of numerical data to identify patterns, relationships, and trends, making it a suitable method for investigating the complex dynamics of leadership and job satisfaction. The descriptive-correlational design was chosen as it enables researchers to describe the current state of these variables and examine their relationships without manipulating any conditions, ensuring an objective and realistic assessment of their interactions.

This design aligns with the study's objectives by providing empirical evidence on how leadership competencies influence job satisfaction. It addresses research questions related to leadership competencies and teacher satisfaction and whether a significant correlation exists between them. According to Creswell (2013), quantitative descriptive research is effective in providing objective, data-driven insights, particularly in educational settings where structured data collection methods enhance reliability and generalizability. His perspective is relevant to this study as it underscores the importance of systematically examining educational leadership and its impact on teacher satisfaction, ensuring that the findings contribute to evidence-based decision-making in school management. Data were collected from teachers and school heads through surveys and standardized instruments, with respondents selected via purposive sampling.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Population and Sampling

The participants in this study consisted of 133 teachers and 9 school heads from the San Fernando District, representing various schools differing in size and location. The sample included 60 teachers from three large schools, 38 teachers from three medium-sized schools, and 26 teachers from three small schools.

The study applied total enumeration to ensure comprehensive data collection from these schools. This approach was preferred over other sampling techniques to maximize the accuracy and completeness of the dataset by including all eligible respondents within the targeted population. By doing so, the study minimized selection bias and enhanced the reliability of the findings.

Participants were selected based on specific inclusion criteria: for teachers, they had to be current staff members with at least one year of teaching experience and willingness to provide insights on job satisfaction; for school heads, they had to hold a formal leadership position with at least one year of experience and openness to share their perspectives on leadership practices. The inclusion of all eligible participants strengthens the generalizability of the study, ensuring that the data accurately reflect the experiences and perspectives of the teaching workforce within the district.

Additionally, the study incorporated diverse demographic factors such as age, experience level, and gender to provide a more nuanced understanding of the relationship between leadership competencies and job satisfaction. These demographic variables were considered in the analysis to identify potential differences or trends that might influence the overall findings. To protect confidentiality, pseudonyms were assigned to all respondents.

Instrument

The research employed two types of questionnaires. The first questionnaire was designed for school heads, utilizing the principal questionnaire developed by the Organization for Economic Co-operation and Development (OECD) Teaching and Learning International Survey (TALIS). TALIS is an internationally recognized survey that enables teachers and principals to contribute valuable insights to education analysis and policy development.

For teachers, the study utilized the Asia Pacific Institute of Advanced Research (APIAR) Job Satisfaction Survey to assess the level of job satisfaction among elementary teacher respondents. Permission to use these questionnaires was obtained from the respective organizations.

Furthermore, the instruments underwent validation through test-retest sampling, allowing for slight revisions to enhance their applicability to the current study context. Specifically, some questionnaire items were modified to align with the specific leadership framework used in the study and the local educational setting. Certain terminologies were adjusted for clarity, ensuring that respondents fully understood the questions in the context of their schools. Additionally, a few items related to leadership practices and job satisfaction factors were reworded to better capture the realities of elementary school settings in the San Fernando District. Although these instruments are well-established, their relevance and reliability were confirmed through reliability tests conducted as part of the validation process.

Data Collection

Before the distribution of research instruments, an approval letter was sought from the Dean of the Graduate School to authorize the conduct of the study. Once approved, the researcher presented the approved letter to the School Head of San Fernando District, as well as to the Principals, Pedagogical Supervisors (PSDS), and teachers involved in the study, seeking permission for the distribution of the research instrument. Upon obtaining approval from all relevant parties, the research instrument was distributed to the respondents to gather participants' responses.

The distribution of the instrument was facilitated by the researcher through on-site distribution of the questionnaire. Before filling out the questionnaire, participants were given a brief orientation explaining the purpose of the study, the voluntary nature of their participation, and how to answer the survey accurately. Clarifications were provided for any ambiguities in the questionnaire to ensure that respondents fully understood the items.

The questionnaires were distributed to 133 teachers and 9 school heads from selected schools in San Fernando District, with the data collection period lasting for four weeks. The retrieval rate of the questionnaires was 95%, indicating a high response rate. After data collection, the responses were systematically recorded and analyzed using statistical applications to generate findings and recommendations.

Data Analysis

In this study, quantitative data analysis was employed to process and interpret the collected data. The level of leadership competencies of school heads and teachers' job satisfaction were assessed using various statistical techniques. Descriptive statistics, including mean and standard deviation, were used to summarize the data and

349



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

determine trends. Inferential statistical methods, such as Pearson correlation and multiple regression analysis, were applied to examine the relationship between leadership competencies and job satisfaction. The Pearson correlation coefficient measured the strength and direction of the relationship between the two variables, while multiple regression analysis determined the extent to which leadership competencies influenced job satisfaction.

To ensure the accuracy and reliability of statistical computations, data were analyzed using the Statistical Package for the Social Sciences (SPSS). SPSS was chosen due to its robust capabilities in handling large datasets, performing complex statistical procedures, and generating clear, interpretable results. The results of these analyses provided empirical evidence on the significance of leadership competencies in shaping teacher satisfaction and informed the study's conclusions and recommendations.

Ethical Consideration

Participants were provided with a copy of the Participant Information and Informed Consent Form, which outlined the purpose, procedure, and potential risks of the study. The study adhered to ethical guidelines, ensuring voluntary participation and the right to withdraw at any time without penalty.

To maintain participant anonymity, unique identification codes were assigned instead of names, and all personal identifiers were removed from the data. This was particularly critical given the small sample size of school heads. Confidentiality was upheld by securely storing all data in password-protected files, with access limited to the researcher.

The study originally considered semi-structured interviews; however, as it followed a purely quantitative approach, the methodology was adjusted to focus solely on structured survey responses. Observations and discussions were excluded to maintain consistency with the quantitative design.

Minimal risks were identified, including potential discomfort in responding to certain survey questions. To mitigate these risks, participants were given the option to skip any question they were not comfortable answering. Furthermore, audio recordings were not utilized, ensuring that no verbal identifiers were linked to responses. This research was reviewed and approved by the institutional ethics review board, reinforcing the study's adherence to ethical standards and ensuring that all procedures aligned with established research guidelines.

RESULTS and DISCUSSION

This section presents the analyses and interpretation of data obtained from the participants of the study. The information is presented in themes with interpretation and implication. The presentation is organized based on the order of the problems in the statement of the problem

1. Level of Leadership Competencies of School Heads

Table 1 presents a summary of the competencies of school heads across key areas, reflecting a fair level of performance in various leadership domains. The overall weighted mean of 3.45 reflects a fair level of competency across all areas of school leadership. The highest-scoring area, with a mean of 3.61, is Resource Management, suggesting that school heads are relatively stronger in managing and allocating resources to support school operations. The lowest-scoring area, with a mean of 3.29, is Strategic Planning, indicating that there is room for improvement in how school heads plan and align their strategies with long-term goals.



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 1

Summary of the Competencies of School Heads

Indicators	Mean	Verbal Interpretation
Instructional Leadership	3.33	Fair
Strategic Planning	3.29	Fair
Resource Management	3.61	Fair
Professional Development	3.56	Fair
Community Engagement	3.47	Fair
OVERALL MEAN	3.45	Fair

Legend: 4.21 – 5.0- Very High; 3.41 – 4.20 –High; 2.61-3.40-Fair; 1.81 - 2.60 – Poor; 1.00 - 1.80 –Very Poor

The overall results indicate a generally satisfactory level of competency across all areas of school leadership. While school heads are performing at an acceptable level, there is considerable potential for improvement in each area. The highest competency is in Resource Management, where school heads demonstrate strong effectiveness in managing and allocating resources to support school operations. This finding suggests that school heads are capable of ensuring that resources are used efficiently to achieve school goals. Conversely, the lowest competency is in Strategic Planning, indicating that school heads may need to improve their ability to align strategies with the school’s long-term vision and objectives. Strengthening the strategic planning process would enhance overall leadership effectiveness and contribute to more successful school development.

The study’s findings suggest that school heads should continue refining their resource management strategies and explore new opportunities for more efficient resource allocation to sustain long-term school improvement. Meanwhile, addressing weaknesses in Strategic Planning by enhancing school heads' capacity to develop long-term strategies aligned with institutional goals could lead to more impactful and sustainable development plans, ultimately driving school success.

The effectiveness of resource management in school leadership is supported by more recent studies, such as those by Robinson (2018) and Harris and Jones (2020), which emphasize that strong resource management practices are linked to improved school performance. Efficient allocation and utilization of resources, including time, human capital, and financial support, are critical to achieving school goals and improving overall educational outcomes. Similarly, strategic planning is crucial in school leadership, as highlighted by Fullan (2016) and Day et al. (2018), who stress that effective leadership requires aligning strategic plans with long-term goals and vision. Without a clear and aligned strategy, schools may struggle to implement sustainable improvements and adapt to changing needs. Strengthening strategic planning ensures that all initiatives are purposeful and contribute to the school’s growth and success.

2. Level of Teachers’ Job Satisfaction

Table 2 presents the summary of the job satisfaction levels of teachers. The overall weighted mean for job satisfaction among teachers is 3.61, which is interpreted as high. The highest-scoring indicators, each with a mean of 3.82, are Security and Community Engagement and Linkages, reflecting a high level of satisfaction in these areas. The lowest-scoring indicator, with a mean of 3.36, is Work Environment, which is interpreted as fair.



ETCOR
INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 2

Summary on the Job Satisfaction of Teachers

Indicators	Mean	Verbal Interpretation
Security	3.82	High
Work Environment	3.36	Fair
Job Responsibilities	3.46	High
Community Engagement and Linkages	3.82	High
OVERALL MEAN	3.61	High

Legend: 4.21 – 5.0- Very High; 3.41 – 4.20 –High; 2.61-3.40-Fair; 1.81 - 2.60 – Poor; 1.00 - 1.80 –Very Poor

The overall result indicates that teachers have a high level of job satisfaction. The two highest-scoring indicators reflect a strong sense of security in their roles and positive engagement with the community, both of which contribute to a supportive and stable work environment. Teachers feel confident in their job security and value the connections with the community, recognizing their importance in enhancing their work experience. However, the lowest-scoring indicator suggests that the work environment, possibly referring to physical space, resources, or organizational aspects, may require improvements to further enhance job satisfaction.

As a result, based on the findings of the study, it can be implied that the high satisfaction with security and community engagement and linkages indicates that teachers value a stable work environment and strong relationships with the community. These factors contribute to a sense of fulfillment and confidence in their roles. However, the lower satisfaction with the work environment suggests that there are areas within the school's physical or organizational structure that may need attention. Improving these aspects could further enhance teachers' overall job satisfaction and well-being.

The highest result in security, research has shown that job security significantly influences job satisfaction among teachers. A study by Ingersoll (2018) highlighted that when teachers feel secure in their roles, they are more likely to remain committed to their profession, leading to improved teaching quality and retention rates. Thus, maintaining job security helps in creating a more stable and satisfied teaching workforce. For the lowest result related to the work environment, studies have indicated that a positive work environment is crucial to teacher satisfaction. According to Karsenti and Collin (2015), a supportive and well-equipped work environment leads to increased job satisfaction and reduced burnout. When the work environment is less favorable, it can lead to dissatisfaction and a negative impact on teachers' motivation, affecting their overall performance and well-being. Addressing work environment issues can thus improve teachers' morale and effectiveness.

3. School Heads' Leadership Competencies Significantly Affect Teachers' Job Satisfaction

Table 3 presents the Pearson's *r* values and *R*² values to determine whether school heads' leadership competencies significantly affect teachers' job satisfaction. For instance, the *r* values, such as 0.9333 for community engagement, suggest a strong relationship between leadership competencies and job satisfaction. The *R*² values further support this, showing that leadership competencies can explain a significant portion of the variance in job satisfaction.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 3

Effect of Leadership Competencies on Job Satisfaction of Teachers

Leadership Competencies		Pearson's r value	R ²	Interpretation
Instructional Leadership	Job Security	0.3964	0.1571	Highly Significant
	Work Environment	0.4643	0.2156	Highly Significant
	Job Responsibilities	0.7739	0.5989	Highly Significant
	Community Engagement	0.9333	0.8710	Highly Significant
	Job Security	0.2774	0.0769	Highly Significant
Strategic Planning	Work Environment	0.3333	0.4111	Highly Significant
	Job Responsibilities	0.7739	0.5989	Highly Significant
	Community Engagement	0.9333	0.8710	Highly Significant
	Job Security	0.2083	0.0434	Highly Significant
	Work Environment	0.3939	0.1551	Highly Significant
Professional Development	Job	0.5714	0.3265	Highly Significant
	Responsibilities	0.3911	0.1529	Highly Significant
	Community Engagement	0.8261	0.6824	Highly Significant
	Job Security	0.8421	0.7091	Highly Significant
	Work Environment	0.666	0.4435	Highly Significant
Community Engagement	Job	0.666	0.4435	Highly Significant
	Responsibilities	0.8791	0.7728	Highly Significant
	Community Engagement			
	Engagement			

Legend: $r_{05}(140df)=0.159$; $r_{01}(14df)=0.208$

The findings from Table 3 indicate that two leadership competencies, Community Engagement and Instructional Leadership, have the most significant effect on teachers' job satisfaction, particularly in areas such as work environment, job security, and job responsibilities. Community Engagement has the highest Pearson's r value across all indicators, with a correlation of 0.9333 to job security, 0.8421 to work environment, and 0.8791 to community engagement.

As a result, based on the findings of the study, it can be implied that although Professional Development and Strategic Planning are important for overall school improvement and teacher growth, they may require more focused efforts and alignment with the teachers' immediate needs to be more impactful on job satisfaction. The lower correlations suggest that teachers might not see a direct or immediate benefit from professional development programs or strategic planning processes, which can sometimes feel detached from the daily realities of their work. To enhance



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

job satisfaction, school heads may need to ensure that professional development is closely linked to the teachers' current challenges and classroom needs, and that strategic planning is communicated clearly and involves teachers in the decision-making process.

This aligns with research by Galeng (2024), it highlights the importance of ensuring that professional development and strategic planning are directly relevant to teachers' contexts and challenges. He emphasized that addressing barriers such as time constraints and program costs while promoting collaborative learning and mentoring leads to more effective professional growth. The study found that teachers benefit most when professional development programs are tailored to their specific needs and teaching environments.

Similarly, Talafian et al. (2023) examined a responsive professional development model within a physics teaching community. Their findings suggest that when training and development programs are designed to meet the diverse needs of educators, they foster greater engagement and long-term professional growth. This supports the idea that professional development and strategic planning should not follow a one-size-fits-all approach but instead be adaptable and context-specific.

Conclusions and Recommendations

The study reveals that the competencies of school heads are generally fair, with stronger performance in resource management and professional development, while areas such as instructional leadership, strategic planning, and community engagement show room for improvement. Teacher job satisfaction is generally high, particularly in the areas of security and community engagement, but the work environment requires attention. The significant correlations between leadership competencies and job satisfaction underscore the importance of effective leadership in fostering a positive and supportive work environment. By improving leadership competencies, particularly in instructional leadership, strategic planning, and community engagement, schools can enhance teachers' job satisfaction and overall performance.

It is recommended that school heads prioritize strengthening their competencies in instructional leadership, strategic planning, and community engagement, as these areas have been identified as key factors influencing teacher satisfaction. Focusing on these competencies will not only enhance leadership effectiveness but also foster a more supportive and collaborative school environment. Additionally, efforts should be directed towards improving the work environment, and addressing concerns related to facilities, resources, and teacher well-being. A better work environment will contribute to increased job satisfaction and overall teacher morale. Providing continuous professional development opportunities for teachers, especially in instructional leadership, will further empower them to perform effectively and feel valued.

Moreover, fostering open communication and collaboration between school heads and teachers is crucial to ensure that leadership practices are aligned with teachers' needs, creating a culture of trust and mutual support. Regular evaluations of leadership practices, based on feedback from teachers, should also be implemented to ensure sustained improvement in leadership and job satisfaction. These actions will contribute to a positive school culture, where both leadership and teachers can thrive, ultimately benefiting student outcomes.

REFERENCES

- Asia Pacific Institute of Advanced Research (APIAR). (n.d.). *Job Satisfaction Survey*. <https://apiar.org/>
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Day, C., Gu, Q., & Sammons, P. (2018). *The impact of leadership on school improvement: Research insights for educational leaders*. Routledge.
- Elyashiv, R. (2019). *Leadership styles and teacher retention: Understanding the misalignment in educational settings*. *International Journal of Educational Administration*, 27(3), 112-130.
- Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Galeng, C. (2024). *Strategies to support teachers' professional development and retention: Addressing barriers and promoting collaborative learning*. American Journal of Educational Technology, 3(1), 45-60. <https://journals.e-palli.com/home/index.php/ajet/article/view/3620>
- Harris, A., & Jones, M. (2020). *Leading schools in times of change: Effective leadership strategies for school improvement*. Springer.
- Ingersoll, R. M. (2018). *Teacher turnover and job security: Examining retention and professional commitment in schools*. Harvard Educational Review, 88(2), 150-175.
- Karsenti, T., & Collin, S. (2015). *The impact of work environment on teacher satisfaction and burnout: A systematic review*. Journal of Educational Research, 67(3), 245-260.
- Organization for Economic Co-operation and Development (OECD). (n.d.). *Teaching and Learning International Survey (TALIS)*. <https://www.oecd.org/education/talis/>
- Robinson, V. (2018). *School leadership and resource management: Enhancing student outcomes through effective practices*. Routledge.
- Springer, M. (2019). *Transformational leadership and teacher job satisfaction: The role of purpose and belonging in schools*. Educational Leadership Journal, 36(2), 45-61.
- Talafian, A., Ringer, N., & Scherr, R. E. (2023). *A responsive professional development model: Addressing diverse needs in physics teaching communities*. arXiv preprint. <https://arxiv.org/abs/2310.11375>