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# Job Gratification of Teachers as Inclined by Principal Guidance Comportment in Public Elementary Schools

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## **Authors' contributions**

*This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.*

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## **ABSTRACT**

This study aimed to determine the significant relationship between job gratification of teachers and principal guidance comportment in public elementary schools. A research gap exists in understanding the significant relationship between the gratification of teachers and principal guidance comportment in public elementary schools, as these factors are crucial in enhancing teacher satisfaction, leadership effectiveness, and overall school performance, yet have not been thoroughly explored in existing literature. This study is significant as it contributes valuable insights into how principal guidance comportment influences the gratification of teachers, ultimately fostering a more supportive and effective school environment. A descriptive-correlational research

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design was employed, with a sample of 134 teachers from public schools in Caraga, Davao Oriental. Data were gathered through standardized questionnaires distributed via face-to-face surveys. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings indicated that both job gratification and principal guidance comportment were rated as very high. Correlation analysis revealed a significant positive relationship between these variables. Additionally, the study found that various domains of job gratification, such as salary, working conditions, and supervisory practices, significantly influenced teachers' perceptions of principal guidance comportment. The study recommends that school administrators focus on enhancing professional development opportunities and fostering a supportive school culture to boost both teacher satisfaction and leadership effectiveness, leading to a better overall school environment.

*Keywords: Job gratification; principal guidance comportment; public elementary school teachers; descriptive-correlational; education.*

## 1. INTRODUCTION

The concept of job gratification has received significant attention over the past 65 years. Despite its widespread use in both scientific research and everyday life, there is still no universally accepted definition of job gratification (Ren et al., 2022). The challenge of enhancing job gratification among teachers remains a pressing issue, which explains why educators experience both positive and negative emotions toward their profession (Sahito & Vaisanen, 2020). In response to this concern, numerous researchers have explored various factors influencing job gratification (Jeshurun et al., 2022; Chu et al., 2024; Majekodunmi & Olajide-Arise, 2024). Several studies have identified principal leadership behavior, teacher professionalism and organizational climate as key predictors of job gratification (Dorji, 2023; Sanchez et al., 2024; Ahmar, 2024).

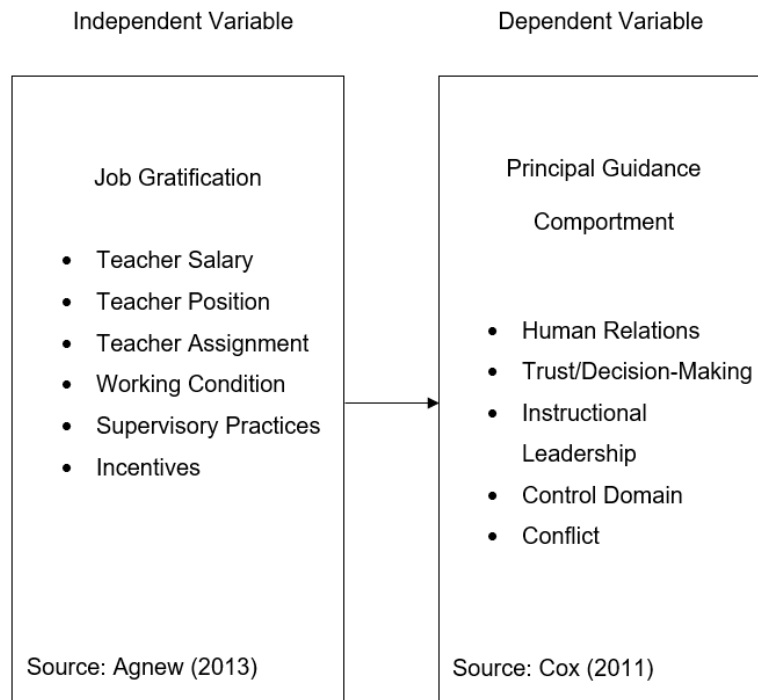
In the Philippines, a news report revealed that while employment rates increased, job gratification declined (Kokubun, 2019). According to the National Center for Education Statistics (NCES), more Filipinos were employed; however, many sought different jobs or additional working hours to earn more. Pratap et al. (2021) highlighted that the underemployment rate reflects the lack of quality jobs that align with the needs of the workforce.

Teachers face similar challenges despite the full implementation of salary standardization, as they continue to demand higher wages. In fact, many highly skilled and experienced teachers have resigned in pursuit of better-paying opportunities (Peters-Dictor, 2022).

Over the past decade, the Public Services Labor Independent Confederation (PS-LINK) reported that more than 4,000 Filipino educators, including school principals who opted to return to teaching roles, have migrated to the United States, the Middle East, and other Asian countries such as China, Japan, and Indonesia to teach (Perez-Amurao, 2020). The working conditions for public school teachers in the Philippines remain challenging. Issues such as low salaries, heavy teaching and non-teaching workloads, overcrowded classrooms, bureaucratic inefficiencies, corruption at various levels, and limited opportunities for career and personal growth have pushed many Filipino teachers to seek employment abroad (Soriano, 2023).

In Region XI, the Department of Education continues to grapple with the issue of teacher job gratification. Despite salary standardization, teachers still yearn for higher earnings. Reports from the DepEd Davao del Sur Division's Human Resource Information System (2012), indicate that many teachers have left their teaching careers to work abroad for better financial opportunities (Cahilog et al., 2023).

Given these circumstances, this study aimed to examine the significant relationship between job gratification of teachers and principal guidance comportment in public elementary schools. Furthermore, the findings of this study may serve as a foundation for formulating and improving DepEd policies and regulations to enhance teacher job gratification. The insights gained may help determine which programs and activities should be prioritized and implemented to foster a more fulfilling and satisfying teaching environment.



**Fig. 1. Conceptual framework of the study**

## 2. METHODOLOGY

### 2.1 Research Design

This study employed the non-experimental quantitative research design utilizing correlational method. Quantitative research design relates to the design of a research which uses quantitative research methods. The design varies depending on the method used, which could be telephone interviews, face-to-face interviews, online surveys, or surveys by post for instance (Pregoner, 2024).

Quantitative research design aimed at discovering how many people think, act or feel in a specific way. Quantitative research design involve large sample sizes, concentrating on the quantity of responses, as opposed to gaining the more focused or emotional insight that is the aim of qualitative research. The standard format in quantitative research design is for each respondent to be asked the same questions, which ensures that the entire data sample can be analyzed fairly. The data supplied in a numerical format, and can be analyzed in a quantifiable way using statistical methods. Surveys can, however, be tailored to branch off if the respondent answers in a certain way - for instance people who are satisfied or dissatisfied

with a service may be asked different questions subsequently. This method was used since the variables of this research study measures the relationship between job gratification in relation to principal guidance comportment in public elementary schools. This is also used to describe the statistical association between two or more variables (Baguio & Baguio, 2025).

### 2.2 Research Respondents

The respondents of the study were teachers in public schools. There are 134 respondents in public elementary schools in Caraga Davao Oriental. Universal sampling was used to determine the respondents' relationship on the job gratification of teachers as inclined by principal guidance comportment in public elementary schools. The respondents were connected to the service for at least three years experiences and above, wherein they can provide more information regarding the study. This study was conducted in the school year 2023-2024.

### 2.3 Research Instrument

The instrument used in this study was the survey questionnaire on the job gratification of teachers as inclined by principal guidance comportment in

public elementary schools. It was a researcher made test that was based on some relevant studies and literature reviewed. Prior to the administration, the draft of this instrument was tested for content validity and reliability by the panel of experts in the field of Doctor of Educational Management. Based from their comments and suggestions, revisions were made. To test for reliability and validity of the instrument the pilot testing was done in 30 teachers in public elementary schools in one separate schools in the same district. The instruments were found reliable, with Cronbach's Alpha result of 0.82 for job gratification and 0.90 for the principal guidance comporment. In taking the test the participants answer the 50 items questions.

## 2.4 Data Gathering Procedure

The researcher sought permission and endorsement from the Dean of the Graduate School of Rizal Memorial Colleges for the Superintendent's approval. After the Dean granted approval, a request letter was submitted to the Office of the Schools Division Superintendent. Once the Superintendent approved the request, an endorsement letter was sent to the School Heads. A letter requesting permission from the School Heads was attached in the appendices. Following this, a schedule was set for the distribution of the test questionnaires for pilot testing to determine the reliability and validity of the instrument. The explanation of the study and instructions for the tests were incorporated into the questionnaires. After the pilot testing was conducted, the survey was distributed to all respondents. The researcher then retrieved the completed questionnaires and submitted them to the statistician for statistical treatment. Once all questionnaires were collected, the data was tallied, tabulated, analyzed, and interpreted.

## 2.5 Data Analysis

The following data analyses were used in this study:

**Weighted Mean:** This was used to measure the level of job gratification of teachers as inclined by principal guidance comporment in public elementary schools.

**Product Moment Correlation Coefficient (Pearson r):** This was used to determine the

relationships between the job gratification of teachers as inclined by principal guidance comporment in public elementary schools.

**Multiple Linear Regression Analysis:** This was used to determine the domains of job gratification that significantly influence principal guidance comporment in public elementary schools.

## 2.6 Ethical Consideration

This quantitative study adhered to strict ethical guidelines to safeguard the privacy and confidentiality of all participants. Before data collection, informed consent was obtained from each participant, who was thoroughly briefed on the study's objectives and the measures in place to ensure confidentiality. To maintain anonymity, no personally identifiable information was gathered, and participants were assigned a unique code for data analysis. The collected data were securely stored on encrypted servers, with access limited to the research team. The findings were presented in an aggregated form, ensuring that individual responses could not be traced back to any specific participant. Furthermore, statistical analyses were carried out in a manner that preserved the anonymity and protected the privacy of the respondents throughout the entire study.

## 3. RESULTS AND DISCUSSION

### 3.1 Job Gratification of Public Elementary School Teachers

Table 1 shows the domains of job gratification among public elementary school teachers, including teacher salary, teacher position, teaching assignment, working condition, supervisory practices, and incentives, based on the mean scores and standard deviations. The domain working condition received the highest mean of 4.34, categorized as "very high," followed by teaching assignment with a mean of 4.32. Teacher position and supervisory practices both obtained a mean of 4.31, while incentives had the lowest mean of 4.30, all categorized as "very high." The overall mean of 4.31 is described as "very high," indicating that teachers generally experience a high level of job gratification across these domains. The overall standard deviation of 0.50 indicates that the responses were closely clustered around the mean.

**Table 1. Level of job gratification of public elementary school teachers**

Domains	SD	Mean	Descriptive Level
Teacher Salary	0.55	4.28	Very High
Teacher Position	0.60	4.31	Very High
Teaching Assignment	0.58	4.32	Very High
Working Condition	0.63	4.34	Very High
Supervisory Practices	0.74	4.31	Very High
Incentives	0.80	4.30	Very High
Overall	0.50	4.31	Very High

**Table 2. Level of principal guidance comportment as perceived by public elementary school teachers**

Indicators	SD	Mean	Descriptive Level
Human Relations	0.72	4.32	Very High
Trust/Decision-Making	0.64	4.34	Very High
Instructional Guidance	0.66	4.32	Very High
Control Domain	0.73	4.30	Very High
Conflict	0.78	4.33	Very High
Overall	0.65	4.32	Very High

This finding suggests that favorable working conditions, professional growth opportunities, and supportive supervision contribute significantly to teachers' job gratification. Additionally, while salary and incentives remain important factors, the overall positive perception of job gratification implies that teachers find fulfillment in their roles beyond financial compensation.

This finding is highlighted by the research of Demir-Yildiz (2023), who emphasized that strong levels of job gratification contribute to increased teacher motivation, commitment, and overall performance. Similarly, Ren et al. (2022) found that when teachers experience gratification through fair compensation, professional growth, and positive working conditions, they are more likely to demonstrate greater engagement and effectiveness in their roles. Additionally, Kumar (2024) argued that a well-supported and gratified teaching workforce fosters a more dynamic and productive educational environment, ultimately enhancing both teacher retention and student learning outcomes.

### 3.2 Principal Guidance Comportment as Perceived by Public Elementary School Teachers

Table 2 shows the domains of principal guidance comportment as perceived by public elementary school teachers, including human relations, trust/decision-making, instructional guidance, control domain, and conflict, based on the mean

scores and standard deviations. The indicator trust/decision-making received the highest mean of 4.34, categorized as "very high," followed by conflict with a mean of 4.33. Human relations and instructional guidance both obtained a mean of 4.32, while control domain had the lowest mean of 4.30, all categorized as "very high." The overall mean of 4.32 is described as "very high," indicating that teachers generally perceive their principals as highly engaged in providing guidance through these key leadership domains. The overall standard deviation of 0.65 indicates that the responses were closely clustered around the mean.

This finding suggests that principals demonstrate strong leadership in fostering trust, human relations, and instructional guidance, which are critical in shaping a positive school culture and enhancing teacher motivation. However, areas such as conflict management and control domain may require further attention to ensure that leadership strategies remain balanced and effective in promoting collaboration and professional growth.

This finding is reinforced by the research of Nkwatsibwe (2019), who stressed that effective principal guidance comportment fosters a positive and motivating work environment, encouraging teacher engagement and commitment. Similarly, Cansoy et al. (2022) found that school leaders who demonstrate strong guidance skills create a culture of trust, collaboration, and professional growth among

teachers. Additionally, Alipio and Torres (2023) argued that principals who provide clear direction, support, and constructive feedback enhance teachers' confidence and effectiveness, ultimately contributing to a more dynamic and well-structured educational setting.

### 3.3 Relationship Between Job Gratification of Teachers as Inclined by Principal Guidance Compartment in Public Elementary Schools

Table 3 shows the correlation analysis between job gratification of teachers and principal guidance compartment in public elementary schools. The relationship between these two variables has a correlation coefficient (R) of 0.62 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between job gratification and principal guidance compartment. The R<sup>2</sup> value of 0.38 indicates that principal guidance compartment explains 38% of the variance in teachers' job gratification. Since

the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that principal guidance compartment is significantly related to teachers' job gratification.

### 3.4 Domains of the Job Gratification of Teachers that Significantly Influence Principal Guidance Compartment in Public Elementary Schools

This finding suggests that teachers who experience higher job gratification tend to perceive their principal's guidance compartment positively. A fulfilling and motivating work environment for teachers is fostered through effective leadership, clear communication, and supportive interactions from school principals. This positive relationship underscores the crucial role of school leaders in enhancing teachers' overall well-being and job satisfaction. It emphasizes the need for principals to cultivate a supportive, respectful, and collaborative school culture to improve teacher retention and performance.

**Table 3. Significant relationship between job gratification of teachers as inclined by principal guidance compartment in public elementary schools**

Variables	Mean	SD	R	R <sup>2</sup>	Degree of Relationship	p-value	Decision
Job Gratification of Teachers	4.31	0.50					
Principal Guidance Compartment	4.32	0.55	0.62	0.38	High	0.000	Reject Ho1

**Table 4. Domains of the job gratification of teachers that significantly influence principal guidance compartment in public elementary schools**

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	2.90	0.60		5.30	0.000	Significant
Teacher Salary	0.64	0.50	0.60	3.38	0.000	Significant
Teacher Position	0.62	0.48	0.58	3.35	0.020	Significant
Teacher Assignment	0.60	0.45	0.55	3.32	0.021	Significant
Working Condition	0.55	0.42	0.50	3.30	0.034	Significant
Supervisory Practices	0.52	0.40	0.45	3.20	0.042	Significant
Incentives	0.50	0.38	0.40	3.15	0.010	Significant

#### Regression Model

Principal Guidance Compartment = 2.90 + 0.64 (Teacher Salary) + 0.62 (Teacher Position) + 0.60 (Teacher Assignment) + 0.55 (Working Condition) + 0.52 (Supervisory Practices) + 0.50 (Incentives)

R=0.64; R<sup>2</sup>=0.40; F=60.46; p-value=0.000

This finding is consistent with the study of Asis and Oco (2021), who underscored the significant relationship between job gratification and principal guidance comportment. Their research revealed that teachers who experience higher levels of gratification in their roles tend to perceive their principals' leadership more positively, fostering a more productive and harmonious school environment. Similarly, Kilag et al. (2023) stressed that when teachers feel valued and supported through fair compensation, career growth, and a positive work atmosphere, they are more likely to respond positively to their principal's guidance, leading to improved collaboration and instructional effectiveness. Furthermore, Wang'ombe (2023) noted that strong principal guidance, coupled with high job gratification, creates a work culture that enhances teacher motivation, commitment, and overall professional well-being, ultimately benefiting both educators and students.

Table 4 shows the regression analysis examining how different indicators of job gratification—teacher salary, teacher position, teaching assignment, working condition, supervisory practices, and incentives significantly influence principal guidance comportment as perceived by teachers. The regression model indicates that all six indicators positively contribute to principal guidance comportment. Among them, teacher salary (Beta of 0.64) has the strongest influence, followed by teacher position (Beta of 0.62), teaching assignment (Beta of 0.60), working condition (Beta of 0.55), supervisory practices (Beta of 0.52), and incentives (Beta of 0.50). The t-statistics for each indicator (ranging from 3.15 to 3.38) and their corresponding p-values (all below 0.05) confirm that these influences are statistically significant. The regression equation: Principal Guidance Comportment = 2.90 + 0.64 (Teacher Salary) + 0.62 (Teacher Position) + 0.60 (Teaching Assignment) + 0.55 (Working Condition) + 0.52 (Supervisory Practices) + 0.50 (Incentives). The model explains 40% of the variance in principal guidance comportment ( $R^2 = 0.40$ ). Furthermore, the model's F-value of 60.46 and its p-value of 0.000 indicate that the model is statistically significant.

These findings suggest that teachers' job gratification plays a crucial role in shaping their perception of principal guidance comportment. When teachers experience a high level of gratification in aspects such as salary, career advancement, teaching conditions, supervisory

support, and incentives, they are more likely to view their principal's guidance positively. A fulfilling work environment enhances teachers' receptiveness to leadership, fostering mutual respect and collaboration. Conversely, when teachers experience low job gratification, they may develop a more critical perception of their principal's guidance, which can impact overall workplace morale and professional relationships. This highlights the importance of ensuring fair compensation, opportunities for career growth, a supportive teaching environment, and effective school leadership to enhance teachers' gratification.

This finding is consistent with the research of Khaola and Oni (2020), who underscored the significant influence of job gratification on principal guidance comportment. Their study revealed that various domains of job gratification, such as salary, career advancement, and working conditions, directly shape how teachers perceive and respond to their principal's leadership. Similarly, Wang et al. (2024) demonstrated that teachers who experience higher levels of gratification in their professional roles are more receptive to principal guidance, fostering a more cohesive and collaborative school environment. Additionally, the work of Sahito and Vaisanen (2020) highlighted those key aspects of job gratification, including supervisory support and incentives, play a crucial role in strengthening the relationship between teachers and school leaders, ultimately contributing to a more effective and motivated teaching workforce.

This study aimed to examine the significant relationship between job gratification and principal guidance comportment among public elementary school teachers. Specifically, it sought to assess the extent of teachers' job gratification in various domains, including salary, position, teaching assignment, working conditions, supervisory practices, and incentives. Additionally, the study aimed to determine the extent to which teachers perceive their principal's guidance comportment in terms of human relations, trust/decision-making, instructional guidance, control domain, and conflict resolution. Furthermore, it investigated whether a significant relationship exists between job gratification and principal guidance comportment and identified which domains of job gratification most significantly influence teachers' perception of their principal's guidance comportment. Using a descriptive-correlational research design, a total

of 134 public elementary school teachers were surveyed using standardized questionnaires, and the data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses.

From the data gathered, the following findings were drawn:

Firstly, the level of job gratification among public elementary school teachers is very high, particularly in terms of salary, position, teaching assignment, working conditions, supervisory practices, and incentives.

Secondly, the extent of principal guidance comportment as perceived by teachers is very high, specifically in the areas of human relations, trust/decision-making, instructional guidance, control domain, and conflict resolution.

Thirdly, a significant relationship exists between job gratification and principal guidance comportment, indicating a strong positive correlation between the two variables. Therefore, the Ho1 was rejected.

Finally, when examining the influence of the domains of job gratification on principal guidance comportment, salary, position, teaching assignment, working conditions, supervisory practices, and incentives significantly impact teachers' perception of their principal's leadership and management style. Therefore, the Ho2 was rejected.

#### **4. CONCLUSION**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the level of job gratification among public elementary school teachers is always observed, with teachers demonstrating high satisfaction in terms of salary, position, teaching assignment, working conditions, supervisory practices, and incentives. This indicates that teachers generally feel secure and fulfilled in their professional roles, contributing to their motivation and commitment to their work. A high level of job gratification ensures that teachers remain dedicated to their responsibilities, ultimately benefiting student learning outcomes. When teachers feel valued and supported, they are more likely to exhibit enthusiasm and efficiency in their teaching practices.

Secondly, the extent of principal guidance comportment as perceived by teachers is always observed, particularly in the areas of human relations, trust/decision-making, instructional guidance, control domain, and conflict resolution. These findings suggest that teachers recognize and appreciate the leadership, support, and management style demonstrated by their school principals, which fosters a positive and professional working environment. Effective principal guidance establishes a culture of trust and collaboration within the school community. Strong leadership ensures that teachers receive the necessary mentorship and encouragement to continuously grow in their profession.

Thirdly, a significant relationship between job gratification and principal guidance comportment was always observed. This indicates that teachers who experience high levels of gratification in their profession are more likely to perceive their principal's leadership and guidance positively. A supportive and effective principal plays a crucial role in enhancing teachers' overall work experience and job fulfillment. When school leaders address teachers' needs and concerns, it strengthens their sense of belonging and commitment to the institution. Additionally, fostering a harmonious work environment encourages open communication and teamwork among teachers and administrators.

Finally, the domains of job gratification significantly influence principal guidance comportment. This highlights the importance of ensuring that teachers feel gratified in their profession, as it directly impacts their perception of school leadership. When teachers receive fair compensation, career growth opportunities, manageable workloads, and strong administrative support, they are more likely to engage positively with their school leaders, fostering a more collaborative and productive educational environment. Schools that prioritize teacher gratification are more likely to experience improved retention rates and overall school performance. Ensuring continuous professional development and well-being initiatives for teachers can further enhance their job satisfaction and strengthen their relationship with school leaders.

The findings of this study align with Herzberg's Two-Factor Theory, which suggests that job gratification among teachers is influenced by both hygiene factors, such as salary, working

conditions, and supervision, and motivators, such as recognition and professional growth. This supports the study's results, indicating that when teachers experience favorable working conditions and strong support from their principals, their level of gratification increases. Similarly, Adam's Equity Theory reinforces that teachers' perception of fairness in rewards and workload impacts their overall gratification, which is consistent with the study's findings on the importance of equitable treatment in principal guidance comportment.

In terms of principal guidance comportment, Martires' Comportment Theory emphasizes that leadership styles significantly affect teacher morale and performance. This aligns with the study's findings that positive principal guidance, particularly in human relations, trust/decision-making, instructional guidance, and conflict resolution, enhances teachers' gratification. McGregor's Theory Y, which views employees as self-motivated when given the right support, further supports the study's conclusion that principals who foster collaboration and trust contribute to a more fulfilling work environment. Additionally, Vroom's Expectancy Theory highlights that teachers' motivation is influenced by their expectations of rewards and recognition, reinforcing the study's emphasis on the role of principals in creating an environment that promotes teacher growth and satisfaction. Finally, Aslankhani (2016) found that leadership style and organizational climate significantly impact employee gratification, further validating the study's findings that effective principal guidance comportment plays a crucial role in fostering teacher gratification in public elementary schools.

## **5. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations were proposed:

Firstly, considering that teachers exhibit a very high level of job gratification, it is recommended that school administrators continue to enhance and sustain initiatives that contribute to teacher fulfillment. Administrators may implement policies that ensure fair compensation, opportunities for career advancement, and a supportive work environment. Providing regular professional development programs, mentorship opportunities, and recognition for teachers' hard work can further strengthen their sense of gratification. Additionally, fostering open

communication between teachers and school leaders may help address concerns and improve overall job satisfaction. Teachers, on their part, may actively participate in professional development programs, communicate their needs and concerns to administrators, and take initiative in improving their work environment by collaborating with colleagues and school leaders.

Secondly, since principal guidance comportment plays a significant role in shaping teachers' very high job gratification, it is recommended that school leaders continuously improve their leadership strategies. Training programs focusing on human relations, trust-building, instructional guidance, and conflict resolution may help principals develop more effective leadership skills. Encouraging a collaborative and inclusive approach to decision-making can also enhance teachers' perception of their principals' guidance. By promoting a culture of mutual respect and support, school administrators can ensure a more harmonious and productive working environment. Teachers may also take an active role in fostering a positive school culture by engaging in open dialogue with their principals, providing constructive feedback, and supporting leadership initiatives that contribute to a better school climate.

Thirdly, given the significant relationship between job gratification and principal guidance comportment, it is recommended that school administrators implement strategies that strengthen both aspects simultaneously. Organizing leadership workshops and feedback sessions where teachers and school leaders engage in open discussions can enhance their working relationships. Furthermore, implementing teacher recognition programs and incentive systems may reinforce a positive and rewarding school culture. Creating an environment where teachers feel valued and supported can lead to higher motivation and commitment to their roles. Teachers may contribute by actively participating in these leadership workshops, recognizing and appreciating the efforts of their administrators, and taking the initiative to mentor or support their peers in fostering a cooperative work environment.

Finally, considering the influence of job gratification on teachers' perception of principal guidance comportment, future initiatives should focus on maintaining a balance between teacher

welfare and effective school leadership. School administrators may explore innovative approaches such as teacher-led leadership programs, where educators are given more opportunities to contribute to school decision-making. Future research may also investigate other factors influencing teacher gratification, such as workload management, school policies, and community involvement, to develop more comprehensive strategies for improving teacher well-being and overall school performance. Teachers may take proactive steps by engaging in leadership opportunities, sharing best practices with colleagues, and collaborating with administrators to shape policies that enhance both their professional growth and the overall effectiveness of the school.

### DISCLAIMER (ARTIFICIAL INTELLIGENCE)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

- 1.Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
- 2.Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence

### CONSENT

Before data collection, written informed consent was obtained from each participant.

### ETHICAL APPROVAL

The researcher sought permission and endorsement from the Dean of the Graduate School of Rizal Memorial Colleges for the Superintendent's approval. After the Dean granted approval, a request letter was submitted to the Office of the Schools Division Superintendent. Once the Superintendent approved the request, an endorsement letter was sent to the School Heads.

### COMPETING INTERESTS

Authors have declared that no competing interests exist.

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