

VALUING ACTION-ORIENTED LEADERSHIP IN INSTRUCTION SUPERVISION

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ABSTRACT

This study assessed the profile and leadership skills of the school leaders of Soong Elementary School of Lapu-Lapu City Division during the school year 2019-2020 as basis for enhanced supervisory practices. The areas of concern included the following: profile of the school leaders of Soong Elementary School in terms of gender, age, civil status, position, highest educational attainment, performance rating; Leadership Skills in terms of Task Oriented and People Oriented. The descriptive method of research was used in determining the profile and the leadership skills of the school leaders as samples. The respondents of this study were 22 school leaders of Soong Elementary School of Lapu Lapu City Division. Descriptive method of research employed the use of survey technique in gathering of important data relevant to the study. From the facts presented in the study, it was concluded that profile of the school leaders had statistically significant relationships with their leadership skills. Hence, it is recommended that school leaders need to enroll in post graduate studies and attend a fixed minimum number of trainings every year in the different levels as this could improve their leadership skills. The output of this research is that it can provide input for the education leaders to determine the recommended training program to enhance the supervisory practices be implemented.

Keywords: *supervisory practices, theoretical framework, school leadership*

INTRODUCTION

School Initiative is an initiative that recognizes important efforts focused on teacher leadership and professionalism. This allows schools to focus their efforts on the most beneficial programs and strategies and ensure that these initiatives are followed with fidelity. Moreover, assessment is a critical part of the implementation plan for any new program, classroom strategy or school leadership (Junge, 2019). School initiative has become a need in instruction strategy plans universally. It assumes a critical part in improving leadership affecting the behavior and accomplishments of teachers, just as the school atmosphere and climate. Improvements have focused on school leadership in training frameworks over the world. Strategy creators need to upgrade the nature of school administration and make it reasonable as described by Moorman et.al, 2011.

Globally, leadership has been the subject of continuous research. The definitions about leadership are complex, elusive and somewhat contradictory. Others believe that people oriented leaders are most effective, however, some believe that the result of every leader's action determines his success. Perhaps, task-oriented leaders is doing whatever it takes to get the job done. The approach tends to be autocratic and emphasizes completing tasks required to meet organizational goals.

In the Philippines, school leadership development is one of the most crucial processes in a school. The school's performance standards depend on the framework of the learning programs of school leaders that determines but not limited to the teachers' achievement that equipped them with knowledge and skills they need to meet. One of the tasks of a school leader is to help teachers increase their competencies. This requires them to possess positive characteristics to be efficient and effective. Furthermore, school leaders apply their educational expertise on tasks and places a heavy emphasis on structure, plans, and schedules for getting things done. School Leaders can positively contribute to school effectiveness when they are prepared and able to use extensive leadership styles to accomplish tasks and to build trust through working relationships with school staff, parents, students, and the community (United Nations Educational, Scientific and Cultural Organization, 2018).

Research Design

This study employed the descriptive-correlative type of research. This was used for the purpose of determining the status of the teachers, master teachers and principal leadership skills and the relationships between the variables of the profile and the leadership skills.

The data gathered using an adapted and modified questionnaire from Jamon 2017 utilized quantitative means of presenting and analyzing of data.

This research involved the systems model employing the input, process and the output approach. The input of the study includes the profile of the respondents who are the grade leaders, coordinators, master teachers and principal of Soong Elementary School as to age, gender, civil status, position, highest educational attainment, length of service, performance rating and relevant trainings and seminars attended.

The process was the analysis of the results of the data in order to determine the leadership styles of grade leaders, coordinators, master teachers and principal at Soong Elementary School. The data were gathered and tabulated, analyzed, computed and evaluated to determine leadership skills. The output of the study was the enhanced supervisory practices that will help improve the leadership qualities of school leaders through professional development programs.

Two survey questionnaires were used to gather the data needed to answer the specific problems of the study, one set of the questionnaire used for the principal and the other set for the teachers and this were adapted and modified from the work of Jamon 2017 entitled "School Administrators' Leadership Styles, Attributes and Functions Towards Education Progression-Driven Era" that determined the school administrators' leadership styles, attributes and functions, as well as the issues and concerns they faced as basis for Education Progression-Driven Era Development Plan.

The set of questionnaire consisted of three parts. Part I included items which elicited information about the profile of the respondents such as gender, age, civil status, position, educational qualifications, number of years in the position, performance rating and work related trainings. Part II was a rating form for the leadership styles. It contained two indicators for People oriented and Task oriented. To measure the extent to which such traits possessed by the respondents, a 5-point rating scale was used such as the following:

Scale	Category	Verbal Description
5	Outstanding	If the leadership style is at Extraordinary Level
4	Very Satisfactory	If the leadership style is Exceeded Expectation
3	Satisfactory	If the leadership style is Meeting Expectation
2	Fair	If the leadership style is Failed to Meet Expectation
1	Poor	If Leadership style is Below Expectation

THEORETICAL FRAMEWORK

This research ascertains that the success of school performance is linked to the school leader's effective leadership and management styles across a variety of situation, thus this research is anchored on the following legal bases and theories:

The Great Man Theory as cited by Cherry (2016) suggests that the capacity to lead is inborn. This theory can be summarized in a phrase, "Great leaders are born, not made." The notion "Great Man" calls for leadership qualities like charm, persuasiveness, commanding personality, high degree of intuition, judgment, courage, intelligence, aggressiveness and action orientation which are of such a nature that they cannot be taught or learnt in a

formal sense. The great man theory of leadership states that some people are born with the necessary leadership that set them apart from others and that these traits are responsible for their assuming positions of power and authority. A leader is a hero who accomplishes and directs task against all odds for his followers. The theory implies that those in power deserve to be there because of their unique relationship with people. Furthermore, the theory contends that these traits remain stable over time and across different groups. Thus, it suggests that all great leaders share these leadership styles regardless of when and where they lived or the precise role in the history they fulfilled.

Fiedler in the work of Hodgson and White (2015) explained that the contingency theory of leadership, believe that the best form of leadership is one that finds the perfect balance between behaviors, needs and task. Good leaders not only possess the right qualities but they are also able to evaluate the needs of their followers and the situation at hand.

Contingency theory of leadership describes a leader that corresponds to a respective situation by assessing certain variables such as type of task and nature of followers. This also claims that anybody can emerge as leader depending on the situation.

With Task Oriented Leadership being applied to the lower-level needs and being more managerial in style, it is a foundation for people oriented leadership which applies to higher-level needs. There are various qualities of task oriented leadership. The first is that task oriented leaders use rewards and punishments to gain compliance from their followers. They are extrinsic motivators that bring minimal compliance from followers. They accept goals, structure, and the culture of existing organization. Task Oriented Leaders tend to be directive and action-oriented. Second is that transactional leaders are willing to work within existing systems and negotiable to attain goals of the organization. They tend to think inside the box when solving problems. The third is that task oriented leadership is primarily passive. The behaviors most associated with this type of leadership are establishing the criteria for rewarding followers and maintaining the status quo.

In comparing people oriented leadership from task oriented leadership, the people oriented leadership provides more vivid qualities of a leader than that of task oriented leadership. People Oriented Leaders are usually admired by the subordinates while task oriented leader usually uses the carrot and stick management in dealing with his subordinates. People Oriented Leader helps boosts the morale of his subordinates by being the role model while the task oriented leader indirectly inculcates fear to the subordinates by punishing them whenever a follower fails to comply with his orders.

Moreover, Path–Goal Theory of leader effectiveness or the path–goal model according to Northouse, (2013) is a revised leadership theory. The theory states that a leader's behavior towards a task is contingent to the satisfaction, motivation and performance of his or her subordinates. The revised version also argues that the leader engages in behaviors that complement subordinate's abilities and compensate for deficiencies. Thus, leader adjusts his leadership style to the employee and task characteristics so that the employee's motivation is to excel at their goal.

To sum up, Behavioral Theory believes that there are two types of leaders, namely; Task Oriented Leader and People Oriented Leader. Task-oriented leadership is a behavioral approach in which the leader focuses on the tasks that need to be performed in order to meet certain goals, or to achieve a certain performance standard.

As cited in R.A. 10533, Sec. 7 on Teacher Education and Training.

“To ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepED and the CHED, in collaboration with relevant partners in government, academe, industry, and nongovernmental organizations, shall conduct teacher education and training programs. As specified in paragraph (c) Training of School Leadership. - Superintendents, principals, subject area coordinators and other instructional school leaders shall likewise undergo workshops and training to enhance their skills on their role as academic, administrative and community leaders. Henceforth, such professional development programs as those stated above shall be initiated and conducted regularly throughout the school year to ensure constant upgrading of teacher skills.”

Teacher leadership is a term used in K-12 schools for classroom educators who simultaneously take on administrative roles outside of their classrooms to assist in functions of the larger school system. Teacher leadership tasks may include but are not limited to: managing teaching, learning, and resource allocation. Teachers who engage in leadership roles are generally experienced and respected in their field which can both empower them and increase collaboration among peers.

Batas Pambansa Blg. 232 – Section 17 describes an idea that: Each School Administrator will play out his obligations to the school by releasing his duties as per the way of thinking, objectives and targets of the school. Be responsible for the productive and powerful organization and the executives of the school. Create and keep up a sound school climate helpful for the advancement and conservation of scholastic opportunity and compelling educating and learning, and to amicable and reformist school-staff relationship. Accept and keep up proficient conduct in his work and in managing understudies, teachers, scholastic non-showing faculty, regulatory staff, and guardians or watchmen. Render satisfactory reports to teacher, scholarly non-showing faculty and non-scholastic staff on their genuine presentation comparable to their normal exhibition and insight them on methods of improving the equivalent. See fair treatment, decency, speediness, security, value and consistency in restraining his instructors and other work force. Keep up satisfactory records and submit expected reports to the Ministry of Education, Culture and Sports.

As stated in Dep. Ed. Order No. 1 Series 2020 entitled

“Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders” caused a significant change in the current school leaders’ landscape. Based on NEAP Professional Development Framework No. 14 and 15, The NEAP Professional Development Framework adheres to a philosophy of standards-based professional learning based on research and best practice. It shall provide a goal-oriented focus and direction to the provision of professional development for teachers and school leaders. The Framework takes a ‘professional learning ecosystem’ approach that values the contributions of all stakeholders. It is designed to: a) support teachers and school leaders in their professional learning throughout their career, especially as it relates to strategic directions of DepEd; b) ensure that high quality professional development programs are provided to teachers and school leaders; c) recognize and value prior learning and existing skills and knowledge; d) encourage all teachers and school leaders to take responsibility to improve their professional practice and continue to learn; e) utilize a wide range of modalities including Formal Learning, possibly with Job-Embedded Learning(JEL), Learning Action Cell(LAC), relationship and discussion-based learning; f) promote a wide range of delivery platforms including online, face-to-face, and blended learning delivery; g) ensure immediate and effective translation of professional development into classroom application and innovations for education quality, and; h) ensure transparency, consistency, credibility and fairness in the evaluation of Learning Service Providers and professional development programs.

CONCEPTUAL FRAMEWORK

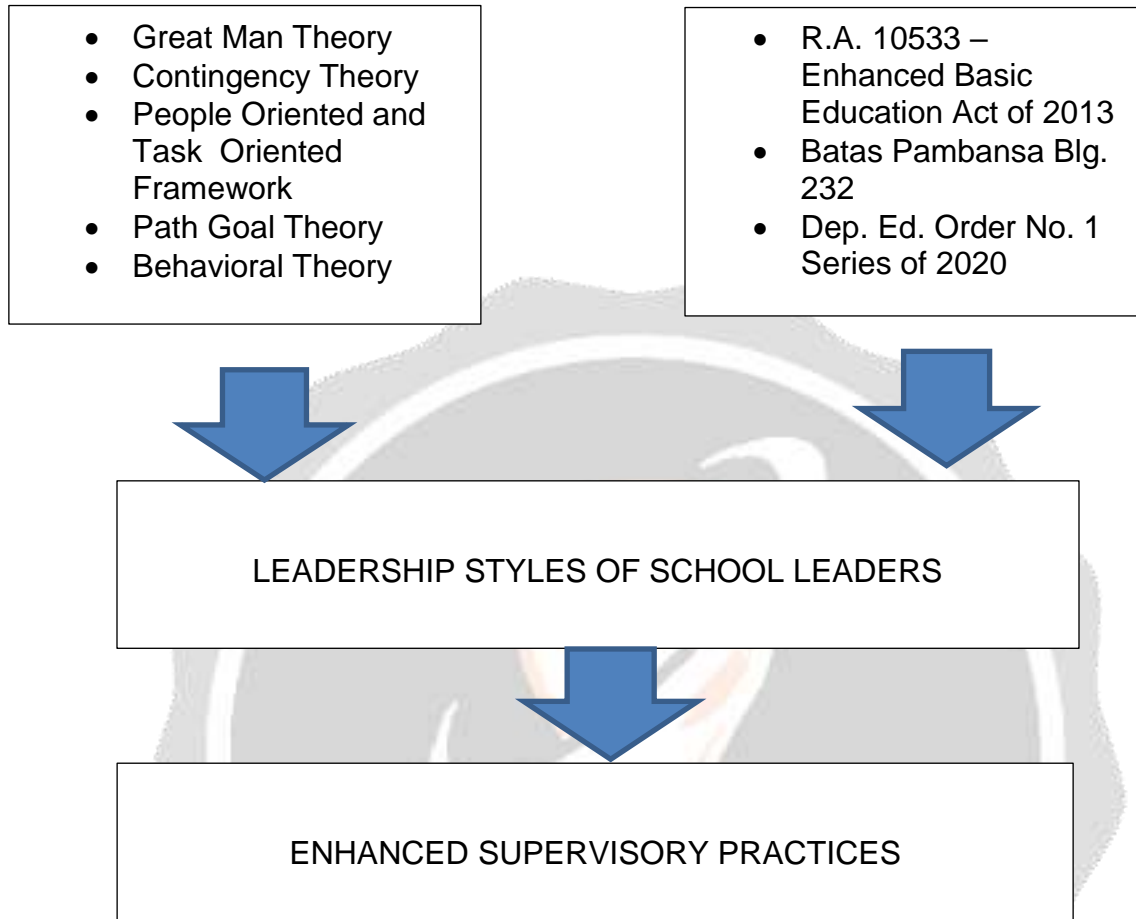


Fig 1. Basic Design Components of Conceptual Framework

1.1 IPO (Input-Process-Output) Model

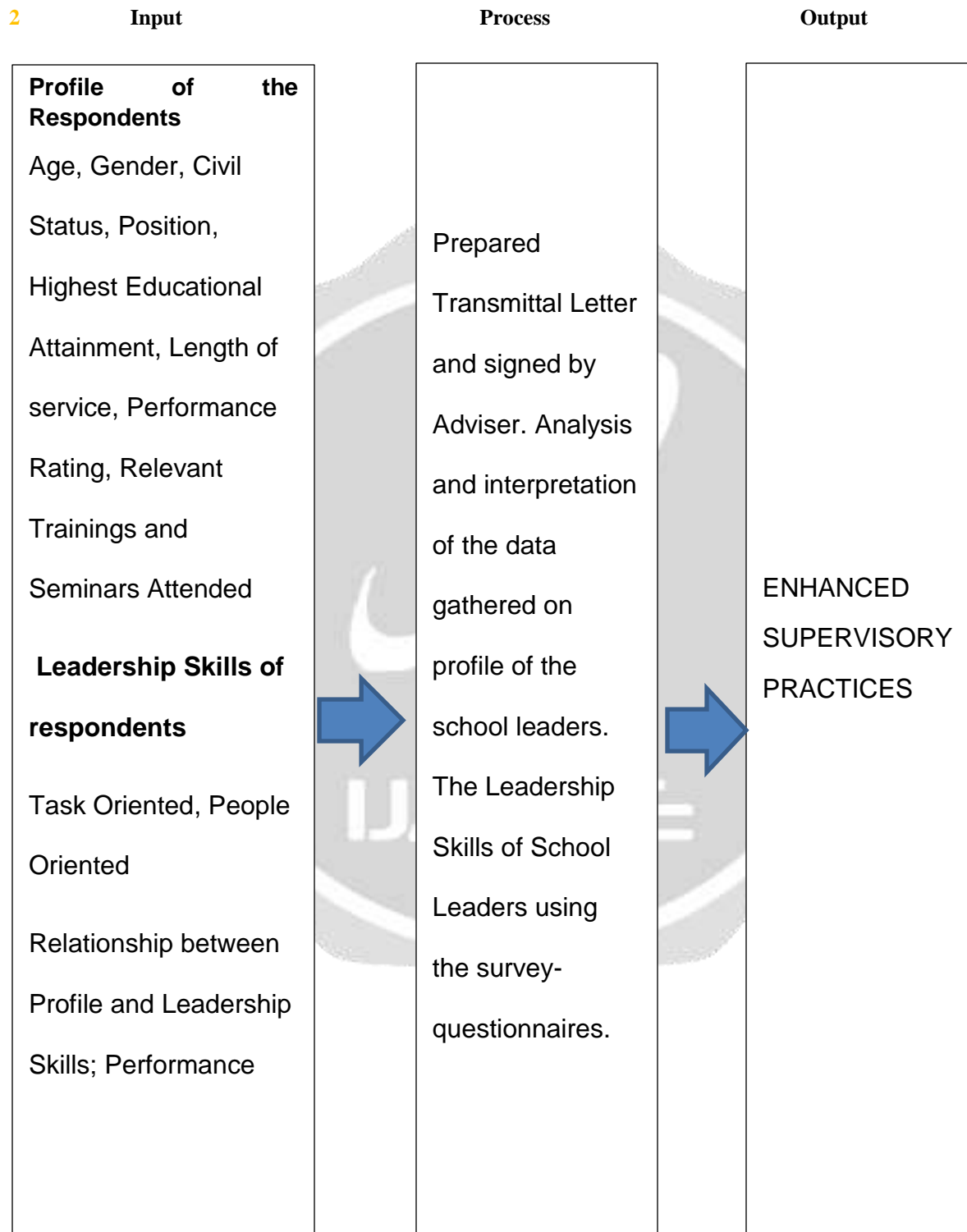


Fig 2. Sample IPO model for conceptual framework

Two survey questionnaires were used to gather the data needed to answer the specific problems of the study, one set of the questionnaire used for the principal and the other set for the teachers and this were adapted and modified from the work of Jamon 2017 entitled “School Administrators’ Leadership Styles, Attributes and Functions Towards Education Progression-Driven Era” that determined the school administrators’ leadership styles, attributes and functions, as well as the issues and concerns they faced as basis for Education Progression-Driven Era Development Plan.

The respondents of this study were selected teachers of Soong Elementary School including the school principal and classified as school leaders to look after teacher-subordinates. All of them were employed in Soong Elementary School. The respondents were one (1) principal, two (2) master teachers, seven (7) Grade Leaders and twelve (12) coordinators from Soong Elementary School of Lapu Lapu City Division. Table 1 shows the distribution of the respondents. All grade leaders, coordinators, master teachers and principal consent to the survey was involved, hence no sampling was done.

Table 1
Distribution of the Respondents by Grade

Respondents	Population	%
Principal	1	4%
Master Teachers	2	9%
Grade Leaders	7	32%
Coordinators	12	55%
Total	22	100%

In reference to the table, it was apparent that majority of the respondents were coordinators (12) out of the 22 respondents which are grade leaders (7), master teachers (2) and principal (1). Most of these coordinators have their area of concentration apart from being a school leader.

LEADERSHIP STYLES OF SCHOOL LEADERS

Another main objective of the study was to determine the level of leadership styles of the school leaders of Soong Elementary School of Lapu Lapu City Division. The leadership styles were categorized into two such as people oriented skills and task oriented skills. A 5-point scale was used in the assessment. The result of the study on this aspect is presented in Table 9.

Task Oriented

Leader’s leadership style could affect the way he provides steps and a plan to meet the goals of an organization. In task oriented leadership, the leader can achieve a specific standard of performance in their direction. In the work of Carter (2020) it described **task oriented leaders** as one who knows how to divide the work according to the team’s strengths, competencies, and roles within the time limit required. They understand their resource limitations and make defined plans to assign the work to highly effective and efficient employees to meet the closing date. In this way, the leader can achieve results more successfully than any other kind of leadership. Thus, this intent to scrutinize this leadership style had been thought upon as aimed above.

Table 9
Task Oriented Leadership Style

Indicators		
	X	sd
Task Oriented		
Evaluates accomplishments fairly.	4.4	.12
Compliant in submitting reports e.g. Lesson Plan, School Forms and Reports.	4.6	.10
Ensures that daily activities are aligned with the lesson Plan.	4.5	.10

Conducts monthly meeting to align everyone on school's mission, vision and goals.	4.2	.15
Provides Technical assistance to co-teachers, master teachers and/or department coordinators.	4	.17
Attends to in-service seminars and trainings.	4.4	.15
Ensures compliance on Child Protection Policy of the Department.	4.3	.16
Uses school-based conflict management efficiently and effectively.	4.3	.10
Requests additional provision of crucial resources like classroom, textbooks and seats.	4.1	.14
Conducts action research based on classroom needs and provide interventions.	3.4	.17
Helps implement project proposal for partnerships and linkages.	3.8	.15
Implements and monitors performance indicators aligned to goals and targets.	4	.11
Applies imagination and creativity improving problem-solving and decision making-skills.	4.1	.13
Plans for the career development programs for improvement.	4.1	.12
Prepares and submits accurate reports on time.	4.3	.12

From the data in Table 9, it can be inferred that the school leaders had very highly manifested specifically on task oriented skills aspect considering that the majority of the ratings given by the school leaders themselves on were outstanding. On the contrary, indicators “Conducts action research based on classroom needs and provide interventions” and “Helps implement project proposal for partnerships and linkages” had only rated moderately manifested which means school leaders satisfactorily possess but needs more emphasis.

People Oriented

School Leaders who place prominence on the teachers wellbeing are considered to be people-oriented leaders and this comes with a whole host of implications in the school. Because relationships are given precedence, people oriented leadership is often held in high regard in an organization. Teachers are increasingly aware of the importance of a work culture that makes people feel involved and respected, and they seek to use leadership styles that foster these things.

Table 10
People Oriented Leadership Style

Indicators		
	X	sd
People Oriented		
People Oriented		
Always cordial and respectful in dealing with colleagues.	4.7	.10
Has the respect and acceptance of superiors, peers and pupils.	4.6	.10
Responds in a positive manner to the concerns, requests and expectations of the superiors and subordinates.	4.4	.12
Can easily adjust to different personalities and behaviors in the organization.	4.2	0.09
Serves as a model of positive desirable behavior/characteristics to pupils and superiors.	4.4	.12
Shows enthusiasm in providing appropriate responses and assistance to pupils and parents.	4.4	.14
Recognizes individual achievements through motivations, rewards and recognition.	4.5	.10
Maintains harmonious relationships with the people both superior and subordinates.	4.5	.10
Presents ideas and accepts feedback positively from colleagues.	4.4	.12
Adaptable to new people, situations, information and development.	4.3	.15
Utilizes resources, manpower and materials for improvement.	4.3	.12
Assesses own teaching delivery and accepts feedback from others.	4.2	.14

Demonstrates skill building activities like group activities.	4.2	.14
Provides guidance to pupils/teachers on how to accomplish the task.	4.3	.16
Analyzes task compliance daily, weekly and monthly and strategize to improve performance.	4.2	.11

From the data in Table 10, it can be gleaned that the school leaders had very highly manifested specifically on people oriented skills aspect considering that the majority of the ratings given by the school leaders themselves on were outstanding. On the average, the school leaders' self-rating was 4.27. Always cordial and respectful in dealing with colleagues was the skill which was best manifested by the school leaders and can easily adjust to different personalities and behaviors in the organization, assesses own teaching delivery and accepts feedback from others, demonstrates skill building activities like group activities and analyzes task compliance daily, weekly and monthly and strategize to improve performance were the skills which were least manifested by the school leaders. Thus, there is a need to improve the leadership style of school leaders who least possess those characteristics.

Findings

To allow the acquirement of the results of the investigation, the following were the collective findings of the study, to enumerate:

Most of the school leaders were at their middle age. Somehow, only four are single and eighteen of them were married. Majority of them were occupying Teacher III position and most of them were experienced. Also, majority of the school leaders had only bachelor degrees with units in the master's degree program but some of them had limited in-service trainings. On the other hand, Leadership skills indicated that the school leaders had highly manifested leadership skills as evidenced by the overall mean rating of 4.27 (O). In task oriented skills, the combined mean rating was 4.16 (VS) while people oriented combined mean rating was 4.37 (O). As a result, profile of school leaders found statistically correlated with the level of leadership skills of the respondent-school leaders. This result suggested that as school leaders occupy higher administrative position, their leadership skills are improved. This result implies that the higher the educational attainment and attendance in in-service trainings and seminars of school leaders resulted in the improvement of their leadership skills.

CONCLUSION

Based on the findings of the study, the profile of the school leaders had statistically significant relationships with their leadership skills but some of them had limited in-service trainings and post graduate studies.

Considering the findings and conclusions of the study, the following recommendations are proposed:

The school leaders need to enroll in post graduate studies as this could be one way to improve their leadership skills. More so, higher educational attainment makes school leaders more secure and more self-confident, thus the need for them to have advanced academic studies.

Considering that the number of in-service trainings was positively correlated with leadership styles, it is recommended that school leaders obliged to attend a fixed minimum number of trainings every year in the different levels. School leaders should be required to organize in-service trainings as these will also improve their administrative and supervisory skills.

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