MANAGERIAL ORIENTATION OF SCHOOL PRINCIPALS AND TEACHERS' CAREER SATISFACTION WITH NURTURING WORK ENVIRONMENT AS MODERATOR

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ABSTRACT

The study evaluated the moderating effect of nurturing work environment on the interaction between managerial orientation of school principals and teachers' career satisfaction. In this study, the researcher selected the 245 public elementary school teachers in Buhangin District, Davao City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Partial Correlation, and Multiple Regression Analysis. Descriptive analysis showed that managerial orientation of school principals and nurturing work environment for teachers were rated as extensive, while, teachers' career satisfaction in Buhangin District in Davao City belongs to moderately extensive rating. Further, partial correlation analysis demonstrated that there is significant relationship between managerial orientation of school principals and teachers' career satisfaction in Buhangin District in Davao City when moderated by nurturing work environment. Evidently, multiple regression analysis proved that nurturing work environment significantly moderates the interaction between managerial orientation of school principals and teachers' career satisfaction. In other words, nurturing work environment is a significant moderator on the managerial orientation of school principals and teachers' career satisfaction. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

Keywords: Educational management, nurturing work environment, managerial orientation of school principals, teachers' career satisfaction, regression analysis

1. INTRODUCTION

The working environment plays a crucial role in employees' performance, significantly impacting their productivity and overall job satisfaction. Various international organizations have debated employees' rights, emphasizing the importance of a conducive working environment. Since most people spend a substantial portion of their lives indoors, the environment they work in can greatly influence their mental status, actions, abilities, and performance. A better workplace environment is often assumed to result in better outcomes and increased productivity. Specifically, a well-maintained physical office environment can boost employees' morale and efficiency, contributing to enhanced career satisfaction and managerial effectiveness. This study explores the moderating effect of a nurturing work environment on the interaction between the managerial orientation of school principals and the career satisfaction of teachers.

Rossi (2018) highlighted that a nurturing work environment fosters positive relationships between school principals and teachers. Effective managerial orientations, such as transformational or instructional leadership, can significantly benefit from a nurturing environment, enhancing the emotional well-being and career satisfaction of teachers. Heller and Firestone (2011) supported this view, noting that nurturing environments prioritize teachers' emotional well-being, leading to a stronger sense of purpose and belonging. Similarly, Shonje (2016) and Nyagaya (2015) described nurturing work environments as those that provide resources and support to manage stress and maintain a healthy work-life balance, ultimately improving teachers' quality of life.

Malik (2014) emphasized that principals with a strong managerial orientation excel in managing resources efficiently, impacting the quality of education through better allocation of resources. Shonubi (2012) and Oumer and Kejela (2017) added that such principals often emphasize data-driven decision-making and stakeholder management, which are crucial for high-level educational management.

Career satisfaction among teachers, as discussed by Federici and Skaalvik (2012) and Eleswed and Mohmmed (2013), is linked to improved teacher retention rates, enhanced morale, and openness to professional development. Conversely, low career satisfaction, as reported by Simatwa (2011) and Yuan and Woodman (2010), can lead to decreased job performance, high turnover rates, and burnout.

While previous studies have explored the influence of school principals' managerial orientations on teachers' career satisfaction, there is a notable research gap regarding the moderating role of a nurturing work environment. This study

aims to fill this gap by investigating the interaction between managerial orientation and career satisfaction, moderated by the work environment in Buhangin District, Davao City.

Managerial Orientation of School Principals

Beverlin (2011) defines the managerial orientation of school principals as their approach to managing tasks related to planning, organizing, staffing, controlling resources, and setting policies. Principals with strong managerial orientations are efficient in resource allocation and compliance with regulations, which contributes to a stable and effective learning environment (Malik, 2014; Mota, 2012; Kurland et al., 2012).

Structural Orientation. Principals with a structural orientation focus on creating and maintaining effective organizational systems, ensuring compliance with regulations, and optimizing resource allocation (Barber et al., 2010; Hallinger & Huber, 2012).

Human Resource Orientation. Human resource-oriented principals prioritize the development and well-being of teachers, fostering a culture of continuous improvement and collaboration (Wallace Foundation, 2013; Holland et al., 2014).

Political Orientation. Principals with a political orientation excel in managing relationships with stakeholders, advocating for the school's interests, and navigating educational policies (Day et al., 2010; Gordon, 2013).

Symbolic Orientation. Symbolic-oriented principals emphasize the school's identity, values, and culture, inspiring and motivating teachers and students (Tschannen-Moran, 2013; Barth, 2013).

Career Satisfaction. Career satisfaction is the level of contentment and fulfillment teachers experience in their profession. It impacts teacher retention, job performance, and overall school culture (Collie et al., 2012; Federici & Skaalvik, 2012).

Security. Job security enhances teacher retention and commitment, leading to better job performance and a stable learning environment (Taylor & Taylor, 2011; Gu & Day, 2014).

Work Environment. A positive work environment improves job performance, well-being, and school culture, fostering collaboration and innovation (Sherman, 2018; Vijayabanu, 2017).

Job Responsibility. Job satisfaction related to responsibilities leads to effective job performance, professional development, and positive student outcomes (Cosner, 2011; Ye, 2016).

Community Attachments. Positive community relationships enhance school culture, parental confidence, and student engagement (Wallace Foundation, 2013; Kumar & Bhatiya, 2011).

Nurturing Work Environment. A nurturing work environment provides resources and support to manage stress and maintain a healthy work-life balance, promoting emotional well-being and professional development (Shonje, 2016; Nyagaya, 2015; Selamat et al., 2013).

Synthesis. The literature review reveals that managerial orientation, measured in terms of structural, human resource, political, and symbolic orientations, significantly impacts teachers' career satisfaction, indicated by security, work environment, job responsibility, and community attachments. A nurturing work environment can enhance the positive effects of effective managerial orientations and mitigate the negative effects of less effective ones.

Theoretical/Conceptual Framework. This study is anchored on Rossi's (2018) proposition that a nurturing work environment fosters positive relationships between school principals and teachers, enhancing the impact of effective managerial orientations. Yang et al. (2011) and Ho and Tikly (2012) support this view, highlighting the importance of emotional support, professional development, and community in mitigating the effects of less effective managerial orientations.

Statement of the Problem. The primary aim of this study is to determine whether a nurturing work environment moderates the interaction between the managerial orientation of school principals and teachers' career satisfaction in Buhangin District, Davao City. Specifically, this study seeks to answer the following questions:

1. What is the extent of the managerial orientation of school principals in Buhangin District, Davao City in terms of:

1.1 Structural Orientation

1.2 Human Resource Orientation

1.3 Political Orientation

1.4 Symbolic Orientation?

2. What is the extent of teachers' career satisfaction in Buhangin District, Davao City in terms of:

2.1 Security

2.2 Work Environment

2.3 Job Responsibility

2.4 Community Attachments?

3. What is the extent of the nurturing work environment in Buhangin District, Davao City?

4. Is there a significant relationship between the managerial orientation of school principals and teachers' career satisfaction when moderated by a nurturing work environment in Buhangin District, Davao City?

5. Does a nurturing work environment moderate the interaction between the managerial orientation of school principals and teachers' career satisfaction in Buhangin District, Davao City?

Hypotheses

The following hypotheses were tested at a 0.05 level of significance:

H01: There is no significant relationship between the managerial orientation of school principals and teachers' career satisfaction when moderated by a nurturing work environment in Buhangin District, Davao City.

H02: A nurturing work environment does not moderate the interaction between the managerial orientation of school principals and teachers' career satisfaction in Buhangin District, Davao City.

Significance of the Study. This study holds significant benefits for various sectors within the educational field. The findings provide the Department of Education with essential knowledge for educational development and policy-making, aiding in the improvement of teachers' performance and the development of intervention measures. For policy makers, the study offers valuable data on the perceived orientations of schools across the Mindanao area, which can be instrumental in principal leadership training and the implementation of school programs. Teachers stand to gain from meaningful evaluations that can enhance their job satisfaction and performance, thereby fostering a more supportive and productive work environment. Additionally, future researchers can utilize the findings as a framework and model for further investigations into the relationship between school leadership orientation and job satisfaction, contributing to the broader academic discourse on educational leadership and teacher well-being.

Definition of Terms

Managerial Orientation of School Principals: The independent variable described in terms of structural orientation, human resource orientation, political orientation, and symbolic orientation.

Career Satisfaction: The dependent variable described in terms of security, work environment, job responsibility, and community attachments.

Nurturing Work Environment: The moderating variable associated with learning environments, including all facilities and resources within the school surroundings.

This study aims to provide a comprehensive understanding of how a nurturing work environment can influence the relationship between the managerial orientation of school principals and teachers' career satisfaction. By examining these variables, the study seeks to contribute to the improvement of educational practices and policies.

2. METHOD

This section contains the research design, research respondents, research instrument, data gathering procedure, and data analysis. The study employed a non-experimental design utilizing the descriptive correlation technique to gather data related to the study's objectives. Quantitative research, which deals with numbers, logic, and objective stances, was used to focus on numeric and unchanging data and detailed reasoning. This design enabled the researcher to observe two variables at a point in time and describe the relationship between the managerial orientation of school principals and the career satisfaction of teachers when moderated by a nurturing work environment in Buhangin District, Davao City. The respondents were 245 elementary school teachers selected using stratified random sampling. Inclusion criteria ensured that only permanent-regular elementary school teachers who signed the informed consent form were surveyed. The study used adapted survey questionnaires to measure the managerial orientation of school principals, career satisfaction of teachers, and nurturing work environment, each with high reliability and validity. Data were gathered through permission from relevant authorities, distribution, and retrieval of questionnaires, and were then analyzed using SPSS. Ethical considerations included informed consent, confidentiality, risk minimization, and justice in respondent treatment. Statistical tools used included mean for descriptive analysis, partial correlation to assess relationships, and multiple linear regression to evaluate the moderating effect of the nurturing work environment. These methods aimed to provide a comprehensive analysis of the interplay between managerial orientation, nurturing work environment, and career satisfaction among teachers in Buhangin District, Davao City.

3. RESULTS AND DISCUSSIONS

This chapter presents the results generated from the data gathered, sequenced based on the study's objectives as outlined in the first chapter. It includes the extents of managerial orientation of school principals, teachers' career satisfaction, and nurturing work environment in Buhangin District, Davao City; the significant relationships among the variables; and the moderating effect of nurturing work environment on the interaction between managerial orientation of school principals and teachers' career satisfaction.

Managerial Orientation of School Principals

Structural Orientation. Examining the domain of structural orientation, the results reveal a category mean of 3.65, described as extensive, indicating that this aspect of managerial orientation is often observed. The mean ratings for the items range from 2.98 to 4.22. The item "The atmosphere and decoration appearance of the waiting room is appealing" has a mean rating of 2.98, described as moderately extensive. In contrast, "The waiting area is clean" has a mean rating of 4.22, described as very extensive.

Human Resource Orientation. This domain was assessed as extensive, with a category mean of 3.51, indicating it is often observed. The mean ratings range from 3.01 to 4.13. The item "Showing high levels of support and concern for others" has a mean rating of 3.01, described as moderately extensive, while "Giving personal recognition for work well done" has a mean of 4.13, described as extensive.

Political Orientation. In terms of political orientation, the category mean rating is 3.30, indicating that this orientation is sometimes observed. The mean ratings for the items range from 2.89 to 3.92. The item "Being very effective in getting support from people with influence and power" reflects a mean rating of 2.89, described as moderately extensive, while "Being persuasive and influential" shows a rating of 3.92, described as extensive.

Symbolic Preference. This domain has a category mean of 3.24, described as moderately extensive, indicating it is sometimes observed. The mean ratings range from 2.57 to 3.75. The item "Inspiring others to do their best" has a mean rating of 2.57, described as less extensive, while "Generating loyalty and enthusiasm" has a mean rating of 3.75, described as extensive.

Summary on Managerial Orientation of School Principals. The overall mean of managerial orientation is 3.43, described as extensive, indicating it is often observed. The highest mean score is 3.65 for structural orientation, while the lowest is 3.24 for symbolic orientation.

Teachers' Career Satisfaction

Security. This domain was assessed as extensive, with a category mean of 3.59, indicating it is often manifested. The mean ratings range from 2.58 to 4.28. The item "There is fair chances for the teachers to be reclassified /be promoted in our school" has a mean rating of 2.58, described as less extensive, while "Getting a full credit for the work I do" reflects a mean of 4.28, described as very extensive.

Work Environment. The category mean rating is 3.49, described as extensive, indicating it is often manifested. The mean ratings range from 3.04 to 4.07. The item "The policies and practice towards employees of the school is fair" reflects a mean rating of 3.04, described as moderately extensive, while "Getting a feeling of accomplishment from the job" shows a rating of 4.07, described as extensive.

Job Responsibility. This domain has a category mean of 3.16, described as moderately extensive, indicating it is sometimes manifested. The mean ratings range from 2.77 to 3.45. The item "Being able to do things that don't go against my conscience" has a mean rating of 2.77, described as moderately extensive, while "Having a chance to try something different in my job" has a mean rating of 3.45, described as extensive.

Community Attachments. This domain has a category mean of 2.99, described as moderately extensive, indicating it is sometimes manifested. The mean ratings range from 2.43 to 3.75. The item "The institution strengthen the linkages of the school in the immediate community" has a mean rating of 2.43, described as less extensive, while "Helping people's concern in the community" has a mean rating of 3.75, described as extensive.

Summary on Teachers' Career Satisfaction. The overall mean score is 3.31, described as moderately extensive, indicating it is sometimes manifested. The highest mean score is 3.59 for security, while the lowest is 2.99 for community attachments.

Nurturing Work Environment in Buhangin District, Davao City

The extent of nurturing work environment reflects an overall mean of 3.60, described as extensive, indicating it is often evident. The mean ratings range from 3.13 to 4.03. The item "Teachers have sufficient instructional time to meet the

needs of all students" has a mean rating of 3.02, described as moderately extensive, while "School administrator support teachers' efforts to maintain discipline in the classroom" shows a mean rating of 4.03, described as extensive.

Relationship Between Managerial Orientation of School Principals and Teachers' Career Satisfaction in Buhangin District, Davao City with Nurturing Work Environment as Moderator

The analysis using Pearson product moment correlation shows that managerial orientation of school principals has a significant positive relationship with teachers' career satisfaction when moderated by nurturing work environment ($r = 0.788$, $p < 0.05$). Structural orientation ($r = 0.351$, $p < 0.05$), human resource orientation ($r = 0.659$, $p < 0.05$), political orientation ($r = 0.246$, $p < 0.05$), and symbolic orientation ($r = 0.812$, $p < 0.05$) all show significant positive relationships with teachers' career satisfaction when moderated by nurturing work environment.

Moderating Effect of Nurturing Work Environment on the Interaction Between Managerial Orientation of School Principals and Teachers' Career Satisfaction in Buhangin District, Davao City

Multiple linear regression analysis shows that the Beta coefficients for the interaction between managerial orientation of school principals and nurturing work environment with teachers' career satisfaction were significant, indicating a moderating effect. The interaction term accounted for an additional 8.40% of variance in the dependent variable ($\Delta R2 = 0.084$), leading to the rejection of the null hypothesis. This implies that the nurturing work environment significantly moderates the relationship between managerial orientation of school principals and teachers' career satisfaction in Buhangin District, Davao City.

4. CONCLUSIONS

This section presents the conclusions and recommendations derived from the study. The discussion is supported by the literature presented in the earlier chapters, and the conclusions align with the statements of the problem outlined in this study.

Summary of the Findings

The primary objective of this study was to determine the moderating effect of a nurturing work environment on the managerial orientation of school principals and teachers' career satisfaction using a non-experimental quantitative design with structural equation modeling through mediation analysis. The researcher selected 245 elementary school teachers in Buhangin District, Davao City, as the respondents through a random sampling method. Modified and enhanced adapted survey questionnaires, which were pilot tested in a nearby school to ensure high reliability and internal consistency, were used.

Based on the results, the summary of the findings is as follows: The managerial orientation of school principals in Buhangin District, Davao City, had an overall mean of 3.43, described as extensive and interpreted as oftentimes manifested. Structural orientation scored 3.65, human resource orientation 3.51, political orientation 3.30, and symbolic orientation 3.24. Teachers' career satisfaction had a mean score of 3.31, described as moderately extensive and interpreted as sometimes manifested. Security scored 3.59, work environment 3.49, job responsibility 3.16, and community attachments 2.99. The nurturing work environment had an overall mean of 3.47, described as extensive. There was a significant positive relationship between the managerial orientation of school principals and teachers' career satisfaction when moderated by a nurturing work environment ($r = .788$, $p < 0.05$). The nurturing work environment significantly moderated the relationship between the managerial orientation of school principals and teachers' career satisfaction, accounting for an additional 8.40% of variance in the dependent variable ($\Delta R2 = 0.084$).

Based on the findings, several conclusions are drawn. The managerial orientation of school principals in Buhangin District, Davao City, was rated as extensive, particularly in structural and human resource aspects, implying that the principals prioritize efficient resource allocation, compliance with regulations, and maintaining order within the school. Teachers' career satisfaction was rated as moderately extensive, with higher satisfaction in security and work environment compared to job responsibility and community attachments, suggesting that while teachers feel secure and find their work environment supportive, there is room for improvement in job responsibilities and community engagement. The nurturing work environment was rated as extensive, indicating that the conditions associated with the learning environment are often evident and supportive for teachers. There was a significant positive relationship between the managerial orientation of school principals and teachers' career satisfaction when moderated by a nurturing work environment, suggesting that a supportive work environment enhances the impact of effective leadership on teacher satisfaction. Finally, the presence of a nurturing work environment significantly moderates the interaction between the managerial orientation of school principals and teachers' career satisfaction, highlighting its critical role in improving teacher well-being and job satisfaction.

Several recommendations are proposed based on the study's findings. The Department of Education should develop and support policies that promote continuous professional development for school principals, providing opportunities to enhance their leadership skills and knowledge of effective managerial orientations. They should implement regular school climate surveys to assess the nurturing work environment and use the data to identify areas for improvement and allocate resources accordingly. School principals should engage in self-reflection and seek opportunities for personal and professional growth, developing a well-rounded leadership style incorporating elements of instructional, transformational, and supportive leadership. They should actively create nurturing work environments by fostering positive relationships, promoting collaboration, and supporting teacher well-being through policies, practices, and open communication. Teachers should advocate for a nurturing work environment and provide constructive feedback to school heads and administrators regarding leadership styles and work conditions. They should take the initiative in professional development and actively seek opportunities to enhance teaching skills and well-being, engaging in mentorship programs and collaborative efforts. Future researchers should combine quantitative and qualitative research methods to gain a deeper understanding of the mechanisms at play, involving surveys, interviews, and classroom observations to provide a more comprehensive view of the factors influencing managerial orientation and teachers' career satisfaction.

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