**MANAGERIAL ORIENTATION OF SCHOOL PRINCIPALS AND TEACHERS’ CAREER SATISFACTION WITH NURTURING WORK**

**ENVIRONMENT AS MODERATOR**

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**HELEN R. DELOS REYES**

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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*

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**CHAPTER 1**

**The Problem and its Scope**

Working environment plays an important role towards the employees’ performance. Working environment is argued to impact immensely on employees’ performance either towards negative or the positive outcomes. In the world, there are international organizations who debate the rights of employee. Most people spend fifty percent of their lives within indoor environments, which greatly influence their mental status, actions, abilities and performance. Better outcomes and increased productivity is assumed to be the result of better workplace environment. Better physical environment of office will boosts the employees and ultimately improve their productivity. Also, it is said that workplace environment is the key factor affecting an career satisfaction, productivity, comfort leve, and managerial efficiency. Hence, the researcher became interested to explore the moderating effect of nurturing work environment on the interaction between managerial orientation of school principals and career satisfaction of teachers for this academic endeavor.

As highlighted by Rossi (2018), nurturing work environment, positive relationships between school principals and teachers are more likely to be fostered. When principals exhibit effective managerial orientations, such as transformational or instructional leadership, the nurturing environment can magnify the positive impact of these orientations. Heller and Firestone (2011) asserted that nurturing environments prioritize the emotional well-being of teachers. When school principals exhibit transformational leadership qualities, which often involve inspiring and motivating teachers, the nurturing work environment can further enhance teachers' emotional well-being. Teachers may feel a stronger sense of purpose and belonging, leading to increased career satisfaction.

Meanwhile, Shonje (2016) described nurturing work environment as the conditions associated with learning environment which include all facilities at the place where the school was located and all that could be found within the school surroundings. More so, Nyagaya (2015) pointed out that nurturing work environment prioritizes the emotional and mental well-being of teachers. It provides resources and support to help teachers manage stress and maintain a healthy work-life balance, ultimately improving their overall quality of life. Likewise, Chandrasekar (2011) found that high levels of nurturing prioritize work-life balance for teachers. Schools offer flexibility and support to help teachers manage their personal and professional responsibilities effectively. Teachers in nurturing environments often report higher levels of career satisfaction. They feel valued, supported, and fulfilled in their roles, leading to long-term commitment to the teaching profession.

As pointed out by Malik (2014), principals with a strong managerial orientation tend to excel in managing financial and human resources efficiently. This can result in better allocation of resources, which in turn can impact the quality of education. High-level implications include having adequate funding for programs, effective utilization of staff, and ensuring that resources support educational goals. More so, Shonubi (2012) described that principals with a managerial orientation often emphasize data-driven decision making. They rely on assessments and evaluations to make informed choices about educational strategies and resource allocation. Likewise, Oumer and Kejela (2017) affirmed that managing relationships with various stakeholders, such as parents, community members, and local authorities, is crucial for high-level educational management. A principal with a managerial orientation may excel at building and maintaining these relationships, which can lead to increased support and resources for the school.

As viewed by Federici and Skaalvik (2012) and extensive career satisfaction among teachers can lead to improved teacher retention rates. When teachers are satisfied with their careers, they are more likely to remain in their positions, reducing turnover and the associated costs of recruitment and training. Likewise, Eleswed and Mohmmed (2013) noted that high levels of career satisfaction positively impact teacher morale. Satisfied teachers tend to be more motivated, enthusiastic, and committed to their roles, creating a more positive and productive school environment. In addition, Zhu (2013) noted that satisfied teachers are often more open to professional development opportunities. Educational management at high levels can leverage this by providing opportunities for ongoing training, skill development, and career advancement, contributing to overall school improvement.

However, Simatwa (2011) reported that teachers with low career satisfaction are often less motivated and engaged in their work. This can lead to decreased job performance, resulting in less effective teaching and reduced learning outcomes for students. Also, Yuan and Woodman (2010) reported that low career satisfaction is a significant factor contributing to high turnover rates among teachers. When educators are unhappy with their jobs, they are more likely to leave their positions, which can disrupt the continuity of education and increase the costs associated with recruiting and training new teachers. In addition, Balkar (2015) found that poor career satisfaction can erode teachers' commitment to the teaching profession. Taking things in Philippine setting, Namigadde (2011) reported that teachers with low career satisfaction are at a higher risk of experiencing burnout. The stress and emotional exhaustion associated with burnout can negatively impact their teaching effectiveness and well-being.

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. Limited research has examined how the presence or absence of a nurturing work environment can enhance or mitigate the impact of different managerial orientations on teachers' career satisfaction. This research gap warrants a comprehensive investigation to understand the complex dynamics between principal leadership styles, work environments, and teacher job satisfaction in educational settings. Therefore, this gap made the researcher to conduct the current study in the target area, Buhangin District in Davao City. More so, the researcher made use of descriptive correlational approach through multiple regression analysis to looked into the interaction between managerial orientation of school principals and career satisfaction of teachers as moderated by nurturing work environment. This study sought to explore the interaction between these variables which may serve as basis for intervention programs and enhance practices in the field of teaching.

*Review of Significant Literature*

Provided in this section are the discussions of variables and its indicators*.* The discussions of the concepts, ideas and viewpoints from various authors were taken from different books, journal and electronic.

*Managerial Orientation of School Principals*

As Beverlin (2011) defined, the managerial orientation of school principals refers to the focus and approach that school administrators take in managing their schools. It involves a focus on tasks related to planning, organizing, staffing, controlling resources, and setting policies and procedures. Principals with a managerial orientation typically prioritize efficient resource allocation, compliance with regulations, and maintaining order within the school. According to Malik (2014), principals with a strong managerial orientation tend to excel in managing financial and human resources efficiently. This can result in better allocation of resources, which in turn can impact the quality of education. High-level implications include having adequate funding for programs, effective utilization of staff, and ensuring that resources support educational goals.

As viewed by Mota (2012), a managerial principal is more likely to ensure that policies and procedures are consistently followed. This can lead to a well-structured and organized school environment. At a high level, this means that educational policies, curriculum implementation, and assessment practices are consistent and reliable, contributing to a stable and effective learning environment. Kurland et al. (2012) noted that high levels of compliance with educational regulations and standards can be a result of a managerial orientation. This can lead to a school that meets or exceeds state and national standards, which can impact the overall reputation and performance of the school. Also, Shonubi (2012) described that principals with a managerial orientation often emphasize data-driven decision making. They rely on assessments and evaluations to make informed choices about educational strategies and resource allocation.

As pointed out by Heissenberger and Heilbronner (2011), extensive educational management benefits from a principal who is committed to accountability and performance evaluation. A managerial orientation may lead to the establishment of clear performance metrics, regular assessment of teachers and students, and a strong focus on improving outcomes. Oumer and Kejela (2017) affirmed that managing relationships with various stakeholders, such as parents, community members, and local authorities, is crucial for high-level educational management. A principal with a managerial orientation may excel at building and maintaining these relationships, which can lead to increased support and resources for the school.

As highlighted by Price (2012), principals with a managerial orientation are typically skilled in budget management and resource allocation. They can ensure that financial and human resources are used efficiently to support educational goals. This is crucial for maintaining and improving the quality of education. Tshannen-Moran (2013) proposed that effective implementation of educational policies and procedures is essential for maintaining order and consistency within the school. Principals with a managerial orientation can ensure that policies are consistently followed, leading to a structured and organized school environment. Also, Murphy (2011) asserted that amanagerial orientation ensures that the school remains in compliance with these requirements, which is essential for maintaining the school's reputation, securing funding, and meeting educational objectives.

Also, Döş and Savaş (2015) noted that managerial orientation contribute to the success of the school heads in performing a lengthy list of responsibilities related to the leadership of a school. Accordingly, the task of the school head as manager of the school is no longer enough. Today's principals are accountable for the oversight of teaching, curriculum, and assessment cycles. Evaluation of teachers, fostering relationships with teachers and other stakeholders, evaluating and implementing discipline plans, and developing a multi-year plan for needed resources while still managing the school building (Michigan, 2013). The extensive responsibilities of today's school leaders require a depth of understanding in finance, curriculum, child development, human resource management, time management, community and public relations, and practical communication skills (Murphy, Hallinger, & Heck, 2013).

The managerial orientation of school principals can have a significant impact on teachers' career satisfaction. For instance, Chen (2017) asserted that principals with a strong managerial orientation often play a key role in resource allocation. If they allocate resources efficiently and prioritize investments in professional development, instructional materials, and classroom support, teachers may feel more supported and satisfied in their careers. Similarly, Jay (2014) proposed that principals with a managerial orientation can impact this aspect by setting aside time, funding, and opportunities for ongoing teacher training and development. When principals prioritize professional development, it signals a commitment to the growth and improvement of the teaching staff, which can enhance job satisfaction. A well-managed school with clear policies, procedures, and a focus on compliance can provide a stable and supportive work environment for teachers. A managerial orientation that maintains order and structure can contribute to a positive work atmosphere, which can, in turn, influence teacher satisfaction.

 Moreover, Aunga and Masare (2017) postulated that principals with a managerial orientation often establish systems for accountability and performance evaluation. Fair and transparent evaluation processes can motivate teachers to perform at their best and contribute to their job satisfaction. However, if these processes are perceived as unfair or arbitrary, they can lead to dissatisfaction. Maicibi (2010) noted that managerial principal's emphasis on data-driven decision making can have both positive and negative effects. If data is used to inform and improve instructional practices and student outcomes, teachers may appreciate the focus on evidence-based decision-making. Likewise, Orphanos (2013) emphasizes that effective communication and collaboration between principals and teachers are essential for a healthy work environment. A managerial principal should ensure that channels of communication are open and encourage collaboration among teachers.

*Structural Orientation.* The first indicator of managerial orientation of school principals in this study which refers to the focus and approach toward the organization, structure, and processes of the school. Principals with a structural orientation prioritize tasks related to creating and maintaining effective organizational systems, developing and enforcing policies and procedures, and ensuring that the school's physical and administrative infrastructure supports its educational goals (Beverlin, 2011). According to Sergiovanni (2013), principals with a structural orientation are often skilled in optimizing the school's daily operations. At high levels, this results in a well-organized and smoothly functioning institution, where resources are utilized efficiently, schedules are well-managed, and the administrative processes are streamlined.

As pointed out by Barber et al. (2010), the structural orientation ensures that school policies and procedures are clearly defined and consistently implemented. At high levels, this leads to a disciplined and organized learning environment, where students, teachers, and staff know what is expected and how things should be done. The view of Day et al. (2011) made clear that high-level educational management often relies on data to make informed decisions. A structural orientation can result in systematic data collection and analysis processes, which contribute to data-driven decision making for curriculum improvements, resource allocation, and school performance enhancement. School administrators with a structural orientation tend to prioritize compliance with regulations, standards, and accountability measures.

Likewise, Hallinger and Huber (2012) affirmed that effective resource allocation is crucial for achieving high levels of educational success. Principals with a structural orientation often excel in budget management and ensure that resources are allocated to best support the educational mission of the school. Managing relationships with various stakeholders, including parents, community members, and local authorities, is essential at high levels of educational management. A structural orientation can help in building and maintaining these relationships, ensuring that the school has the support and resources it needs to succeed. Adding more, May et al. (2012) proposed that a structural orientation is beneficial in times of crisis or unforeseen challenges. It allows principals to respond to emergencies and manage disruptions effectively by relying on established policies and procedures.

*Human Resource Orientation.* The second indicator of managerial orientation of school heads in this study which refers to the focus and approach toward the people within the school community, particularly the teachers, staff, and students. Principals with a human resource orientation prioritize tasks related to the development and management of the school's human capital. This orientation emphasizes the support, growth, and well-being of individuals to enhance the overall effectiveness of the schoo (Beverlin, 2011). According to a literature assessment undertaken by the Wallace Foundation (2013), human resource-oriented principal prioritizes the ongoing professional growth of teachers. At extensive levels, this results in a culture of continuous improvement, with access to quality professional development opportunities and mentorship programs to enhance teaching skills.

In support, Bodla and Nawaz (2010) highlighted that a human resource-oriented principal prioritizes the ongoing professional growth of teachers. At high levels, this results in a culture of continuous improvement, with access to quality professional development opportunities and mentorship programs to enhance teaching skills. According to Holland et al. (2014), a principal with a human resource orientation focuses on creating a positive work environment and promoting staff morale and well-being. This approach can lead to high levels of job satisfaction, reduced turnover, and a motivated workforce that contributes to the success of the school. This orientation often places students at the center of decision-making and program development. High-level implications include personalized learning, student support services, and efforts to meet the diverse needs of the student population.

As pointed out by Alleccia (2011), principals with a human resource orientation excel at building positive relationships among all stakeholders in the school community. High-level educational management often requires strong relationships with teachers, students, parents, and the broader community to garner support and resources for the school. High-level administrators must address conflicts effectively. A human resource-oriented principal is skilled in conflict resolution and fosters a culture of open communication, reducing the likelihood of disputes among staff and stakeholders. In addition, Loh and Nalliah (2010) affirmed that high-level educational management involves diverse student populations. A human resource orientation promotes cultural competency and inclusion, which is essential for creating an equitable and inclusive learning environment.

*Political Orientation*. The third predictor of managerial orientation of school principals in this study which refers to principal's emphasis on the political aspects of running a school. This orientation is characterized by a strong commitment to managing relationships with various stakeholders, understanding and influencing educational policies, and advocating for the interests of the school within the broader political and social context (Beverlin, 2011). According to Day et al. (2010), high-level administrators often need to advocate for the interests of their school within the broader educational and political context. A political orientation involves advocating for policy changes, funding, and resources to support the school's mission and goals. At high levels of educational management, relationships with stakeholders such as parents, community members, school board members, and local authorities become increasingly important. A principal with a political orientation excels at engaging with these stakeholders to garner support and resources for the school.

As highlighted by Gordon (2013), educational institutions are subject to a wide range of policies and regulations. A principal with a political orientation ensures that the school complies with these requirements while also understanding how to navigate and influence policy decisions that can impact the school's operations. Managing resources effectively is a political task. High-level administrators must make strategic decisions about resource allocation, often involving negotiations and advocacy for additional funding or other resources. Likewise, Martin et al. (2014) proposed that a principal with a political orientation focuses on building and maintaining strong relationships with the local community. High levels of community support can positively impact the school's reputation and access to additional resources.

*Symbolic Orientation*. The fourth indicator of managerial orientation of school principals in this study which refers to principal's emphasis on the symbolic and cultural aspects of school leadership. This orientation is characterized by a strong commitment to shaping the school's identity, values, and culture and communicating them effectively to create a positive and inspiring school environment (Beverlin, 2011). According to Tschannen-Moran (2013), asserted that treating teachers with respect and consideration, setting clear and reasonable expectations, and being open with teachers could result in high levels of trust between school heads and teachers. Barth (2013) discussed that principals with a moderate symbolic orientation often inspire and motivate teachers and students to excel by reinforcing the school's vision, values, and identity. This can lead to a positive and collaborative learning environment.

Moreover, Aziz et al. (2018) proposed that pprincipals with a symbolic orientation communicate and reinforce the school's vision and mission. This helps align the school community with common goals and values, fostering a shared sense of purpose. At moderate levels of symbolic leadership, the principal plays a role in fostering a school culture that reflects the values, traditions, and identity of the school community. This can contribute to a sense of belonging and pride among students and staff. Mårtensson and Roxå (2016) noted that moderate symbolic leaders use symbolic actions, such as celebrations, events, and rituals, to build a positive school culture. These actions help establish traditions and a sense of unity among students and staff. Likewise, Tafrizi et al. (2019) affirmed that recognizing and celebrating achievements and contributions of students, teachers, and staff are important at moderate levels. Symbolic leaders use recognition as a way to motivate and build a sense of appreciation within the school.

*Career Satisfaction*

Career satisfaction as defined by Collie et al. (2012) is the level of contentment and fulfillment that educators experience in their teaching profession. It encompasses their overall happiness, well-being, and job-related fulfillment, including their sense of purpose, engagement, and positive feelings about their career as educators. According to Federici and Skaalvik (2012), extensive career satisfaction among teachers can lead to improved teacher retention rates. When teachers are satisfied with their careers, they are more likely to remain in their positions, reducing turnover and the associated costs of recruitment and training. Likewise, Eleswed and Mohmmed (2013) noted that high levels of career satisfaction positively impact teacher morale. Satisfied teachers tend to be more motivated, enthusiastic, and committed to their roles, creating a more positive and productive school environment.

As pointed out by Unutmaz (2014), teacher career satisfaction can have a direct impact on student achievement. Happy and satisfied teachers are often more effective in the classroom, leading to improved student outcomes. According to Zhu (2013), satisfied teachers are often more open to professional development opportunities. Educational management at high levels can leverage this by providing opportunities for ongoing training, skill development, and career advancement, contributing to overall school improvement. Also, Taylor and Westover (2011) affirmed that satisfied teachers are more likely to engage in innovative teaching practices and explore new methods and technologies in education. This can result in a dynamic and progressive educational environment.

As mentioned by Caricati et al. (2014), a content and satisfied teaching staff is likely to have more positive interactions with parents and the community. This fosters strong partnerships and a sense of trust, support, and involvement in the school community. Nawab and Bhatti (2011) pointed out that teacher satisfaction is closely linked to the overall school culture. High levels of teacher satisfaction contribute to a positive, collaborative, and supportive school culture that benefits all stakeholders. Likewise, Krush et al. (2013) further pointed out that high levels of teacher satisfaction can lead to a pool of experienced educators who are willing to serve as mentors and leaders. This can enhance leadership development within the school.

As proposed by Ayele (2014), satisfied teachers may feel empowered to take on leadership roles, participate in decision-making, and contribute to the school's growth and development. When teachers are satisfied with their careers, they often gain the support and trust of the community. This can translate into increased community support for the school's initiatives and programs. According to Kaliski (2011), satisfied teachers are more likely to engage in collaborative efforts with colleagues, leading to better teamwork and the sharing of best practices, which benefits educational management. More so, Mundhra (2011) asserted that schools with high levels of teacher satisfaction may find it easier to attract new educators. A positive reputation and word-of-mouth recommendations from contented teachers can make the school more attractive to potential hires.

As expressed by Simatwa (2011), teacher career satisfaction plays a crucial role in the success of educational processes. It affects teacher retention, the quality of instruction, student achievement, and the overall school culture. According to Hambuda (2017), satisfied teachers are more likely to be effective in the classroom. They tend to be more motivated, enthusiastic, and committed to their work. As a result, the quality of instruction and the overall learning experience for students are enhanced. Aziri (2011) pointed out that high levels of career satisfaction among teachers can lead to improved teacher retention. Satisfied teachers are more likely to stay in their positions, reducing turnover and maintaining a stable, experienced teaching staff. This continuity benefits students as they can build stronger relationships with their teachers over time.

The study carried out by Govender (2013) showed that teacher career satisfaction has a direct impact on student achievement. Happy and fulfilled teachers often employ more effective teaching strategies, engage students more effectively, and provide better support for their learning, ultimately leading to improved academic outcomes. Adding more, Robbins and Judge (2011) found that satisfied teachers are often more open to engaging in professional development opportunities. This fosters continuous growth, skill development, and career advancement, which, in turn, improves their ability to contribute positively to the educational process. More so, content and fulfilled teachers are more likely to embrace innovative teaching practices and explore new methods and technologies in education. This leads to a more dynamic and forward-thinking educational environment.

As noted by Hayati and Caniago (2012), teacher career satisfaction contributes to a positive and collaborative school culture. A satisfied teaching staff tends to foster a sense of camaraderie and mutual support, which benefits not only teachers but also students and other staff members. According to Asif et al. (2016), a content and satisfied teaching staff often results in more positive interactions with parents and the community. This fosters strong partnerships and a sense of trust, support, and involvement in the educational process. Likewise, Nigama et al. (2018) expressed that satisfied teachers are less likely to take sick leave or personal days. Reduced absenteeism means a more consistent learning environment for students, leading to more effective educational processes.

Further, Kula and Gueler (2014) viewed that schools with a reputation for high teacher career satisfaction are more likely to attract new educators. A positive image and word-of-mouth recommendations from satisfied teachers make the school more appealing to potential hires, ensuring a steady supply of qualified educators. Also, Indermun and SaheedBayat (2013) asserted that satisfied teachers are more likely to engage in collaborative efforts with their colleagues. This leads to better teamwork, the sharing of best practices, and the development of strategies that benefit the educational process. Likewise, Anteby and Khurana (2012) found that satisfied teachers are more likely to take on leadership roles, participate in decision-making, and contribute to the school's growth and development. Their empowerment can positively influence the overall direction of educational processes.

Furthermore, Nigama et al. (2018) asserted that a content teacher's effective classroom management and positive classroom atmosphere can reduce disruptive behavior, creating a more conducive environment for student engagement. Kumar and Bhatiya (2011) indicated that satisfied teachers often empower students by involving them in decision-making, problem-solving, and goal-setting. This sense of ownership and responsibility can enhance students' engagement in their own learning. Likewise, Raj and Lalitha(2013) showed that satisfied teachers are often more responsive to the individual needs and interests of their students. They tailor their teaching to cater to different learning styles and preferences, making learning more relevant and engaging for students.

*Security*. The first indicator of teachers’ career satisfaction in this study which refers to the degree of contentment and well-being teachers experience related to the stability, safety, and long-term prospects of their teaching profession (Romero & bantigue, 2017). As pointed out by Taylor and Taylor (2011), high levels of career satisfaction in terms of security can contribute to improved teacher retention. When teachers feel secure in their positions, they are more likely to stay in the profession, reducing turnover rates. More so, Gu and Day (2014) noted that secure teachers tend to be more committed to their roles and the education profession. Their long-term career prospects are assured, which leads to greater dedication and passion for teaching.

As viewed by Das and Baruah (2013), job security often correlates with better job performance. Secure teachers are more likely to invest their energy, time, and effort into their work, leading to improved classroom instruction and student outcomes. Lucy (2018) asserted that career satisfaction in terms of security can lead to a more stable learning environment for students. A consistent teaching staff provides a familiar and supportive atmosphere for students. When teachers feel secure in their careers, their overall well-being is positively impacted. They experience lower levels of stress and anxiety related to job insecurity, leading to improved emotional health. Likewise, Sass et al. (2012) proposed that secure teachers are more likely to engage in professional development and skill enhancement. They invest in their long-term growth and development, which benefits both the teachers and their students.

In addition, the study carried out by Jones et al. (2010) showed that teacher security contributes to a positive school culture. Teachers who feel secure in their careers are more likely to contribute positively to the overall school environment, creating a supportive and encouraging atmosphere. Secure teachers are more likely to engage positively with the community, parents, and other stakeholders. Their confidence in their teaching careers fosters trust and support from the community. More so, Sandhya and Kumar (2011) affirmed that secure teachers are more likely to engage in collaborative efforts and mentorship programs. They contribute to the development and success of their colleagues, which benefits the overall educational process. A stable teaching staff often leads to student satisfaction. Students tend to thrive in an environment where they have consistent, dedicated, and secure educators.

*Work Environment*. The second indicator of teachers’ career satisfaction in this study which refers to the contentment and fulfillment that educators experience in relation to the physical, social, and psychological conditions of their workplace (Romero & bantigue, 2017). The work carried out by Sherman (2018) showed that a positive work environment is closely tied to teacher retention. High levels of career satisfaction in this context can lead to lower turnover rates as teachers are more likely to stay in a workplace that is supportive and conducive to their well-being. A satisfying work environment can enhance job performance. Teachers who are content with their work environment tend to be more productive, innovative, and focused on their teaching, which can lead to improved student outcomes.

Likewise, Vijayabanu (2017) asserted that high levels of career satisfaction in terms of the work environment can positively impact teacher well-being. A supportive work environment can reduce stress and improve overall emotional health. Career satisfaction related to the work environment contributes to a positive school culture. A harmonious and supportive work atmosphere can result in improved collaboration, communication, and a sense of shared purpose among staff. Similarly, Chandrasekar (2011) found a conducive work environment can improve classroom management. Teachers who are satisfied with their working conditions are often better at creating a positive and orderly classroom environment, which benefits students' learning experiences.

Moreover, Sell and Cleal (2011) viewed that a positive work environment often encourages mentorship and collaboration among teachers. Experienced educators are more likely to help their colleagues, share best practices, and collaborate on projects, which benefits the educational process. When teachers are content with their work environment, students are more likely to be engaged in the learning process. A positive classroom atmosphere enhances students' overall experience and motivation. More so, Tariq et al. (2013) revealed that high levels of career satisfaction related to the work environment can improve relationships with parents and the community. A supportive school environment often results in greater trust and involvement from stakeholders. A supportive work environment often leads to more engagement in professional development activities. Teachers are more willing to invest in their own growth, which can lead to improvements in teaching and learning.

*Job Responsibility*. The third indicator of teachers’ career satisfaction in this study is job responsibility or the level of contentment, fulfillment, and overall well-being that educators experience in relation to the tasks, duties, and responsibilities associated with their teaching profession. It encompasses their feelings about the nature of their work, the scope of their responsibilities, and their ability to effectively carry out their roles as educators (Romero & bantigue, 2017). Cosner (2011) pointed out that moderate career satisfaction in terms of job responsibility may lead to reasonably effective job performance. While teachers may not be extremely enthusiastic about their roles, they can still carry out their responsibilities competently and fulfill their duties in the classroom.

According to Ye (2016), teachers with moderate career satisfaction related to job responsibility may remain committed to the teaching profession. They may continue to provide their students with a good quality education, ensuring that students receive necessary instruction and support. Likewise, Thomas and Green (2015) showed that the job performance of teachers with moderate satisfaction can positively impact student outcomes. While they may not be exceptionally enthusiastic, they fulfill their responsibilities and provide students with a sound education, which contributes to student learning. Moreover, Ladd (2011) asserted that moderate career satisfaction in terms of job responsibility can lead to stable teacher well-being. Teachers may not experience high levels of stress or job-related dissatisfaction, which can contribute to their overall emotional health.

Moreover, Nghihalwa (2018) concluded that moderate satisfaction in job responsibility can contribute to a relatively stable learning environment for students. A consistent teaching staff ensures a sense of continuity, allowing students to form meaningful connections with their educators. In addition, Mikser et al. (2016), teachers with moderate career satisfaction may still engage in professional development activities to improve their skills. While they may not be highly enthusiastic about these opportunities, they recognize the importance of growth and development as educators. Likewise, Balyer et al. (2017) expresses that moderate job satisfaction may still boost parental confidence in the school. Parents appreciate dedicated and competent teachers, which strengthens their trust in the school's ability to provide quality education.

*Community Attachments.* The fourth indicator of teachers’ career satisfaction in this study which refers to level of contentment, fulfillment, and overall well-being that educators experience in relation to their connections and relationships with the local community in which they work (Romero & bantigue, 2017). The Wallace Foundation (2013) pointed out teachers with moderate career satisfaction in terms of community attachments are likely to engage with the local community to some extent. They may participate in community events, collaborate with community organizations, or interact with parents and residents to a reasonable degree. Nigama et al. (2018) affirmed that moderate community attachments career satisfaction can contribute to a relatively stable school image in the community. Teachers' moderate involvement and positive interactions with parents and community members help maintain a positive reputation for the school.

As mentioned by Kumar and Bhatiya (2011), teachers with moderate satisfaction in community attachments can boost parental confidence in the school to a certain degree. Parents appreciate teachers who are involved in the community, which can lead to increased trust and support for the school. Zilli (2012) asserted that moderate community attachments can positively impact student engagement. Teachers who engage with the community may bring back insights, resources, and opportunities that enrich the educational experiences of students. Also, Mehta (2012) found that teachers with moderate satisfaction may collaborate with community resources and organizations to enhance classroom experiences. They may use local resources, such as guest speakers or field trips, to supplement their teaching. Raj and Lalitha(2013) showed that moderate community attachments contribute to a relatively positive school culture. Teachers who engage with the community help foster collaboration and positive relationships with parents, community members, and other stakeholders.

The managerial orientations of school principals can have a significant impact on teachers' career satisfaction. For instance, Jones et al. (2010) suggested that principals who adopt a transformational leadership style inspire and motivate teachers by setting a compelling vision, fostering innovation, and providing support and professional development opportunities. Teachers working under transformational leaders often report higher career satisfaction because they feel valued, empowered, and motivated to excel in their roles. More so, Sandhya and Kumar (2011) noted that transactional leaders focus on establishing clear expectations, providing rewards for meeting goals, and addressing performance issues. They offer structure and consistency in decision-making. While transactional leadership may not be as inspiring as transformational leadership, it can provide a sense of security and fairness. Teachers appreciate knowing what is expected of them and can feel satisfied when they are rewarded for their efforts.

Moreover, Klassen and Chiu (2011) found that teachers may become frustrated and dissatisfied when they perceive a lack of leadership and direction. They may feel unsupported and uncertain about their roles, which can negatively impact their career satisfaction. According to Lucy (2018), principals who prioritize instructional leadership are actively involved in the improvement of teaching and learning processes. They support professional development, provide feedback, and encourage collaboration among teachers. As pointed out by Sass et al. (2012), teachers often have higher career satisfaction when they work under instructional leaders who prioritize their growth and development. They appreciate the support and guidance aimed at improving their teaching practices.

In addition, Djonko-Moore (2015) found that managerial leaders focus on administrative tasks, such as budgeting, resource allocation, and compliance with regulations. They may have less direct involvement in instructional matters. The impact on career satisfaction can be mixed. Some teachers may appreciate the efficient management of the school, while others may feel that instructional concerns are not adequately addressed, potentially affecting their satisfaction. Schaefer et al. (2012) found that principals with a political orientation prioritize relationship management and advocacy for the school's interests in the broader political context. According to Boyd et al. (2011), teachers' career satisfaction may be influenced by the extent to which the political orientation of the principal supports the school's needs and secures necessary resources. Positive political engagement can enhance satisfaction, while conflicts and challenges may diminish it.

*Nurturing Work Environment*

Nurturing work environment as defined by Shonje (2016) is the conditions associated with learning environment which include all facilities at the place where the school was located and all that could be found within the school surroundings. It involved the physical location, as well as infrastructure such as classrooms, furniture, laboratory, library and houses. Nyagaya (2015) pointed out that nurturing work environment prioritizes the emotional and mental well-being of teachers. It provides resources and support to help teachers manage stress and maintain a healthy work-life balance, ultimately improving their overall quality of life. High levels of nurturing foster a commitment to ongoing professional development. Schools in such environments invest in training, mentorship, and opportunities for teachers to enhance their skills and stay updated on best practices in education.

As viewed by Selamat et al. (2013), a nurturing work environment promotes positive relationships among colleagues. Teachers collaborate, share ideas, and support each other, creating a sense of community and reducing feelings of isolation. According to Baah and Amoako (2011), teachers in nurturing environments receive regular feedback and recognition for their efforts. Their contributions are acknowledged and celebrated, which boosts their morale and job satisfaction. More so, Chandrasekar (2011) found that high levels of nurturing prioritize work-life balance for teachers. Schools offer flexibility and support to help teachers manage their personal and professional responsibilities effectively. Teachers in nurturing environments often report higher levels of career satisfaction. They feel valued, supported, and fulfilled in their roles, leading to long-term commitment to the teaching profession.

As noted by Sell and Cleal (2011), nurturing environments empower teachers to make decisions about their classrooms and instructional approaches. This autonomy fosters a sense of ownership and commitment to their work. Teachers receive emotional support from colleagues, administrators, and other staff members. In times of personal or professional challenges, they can rely on the understanding and empathy of their peers. Boudreaux et al. (2016) concluded that collaboration is encouraged, and teachers are given opportunities to work on interdisciplinary projects and initiatives. This enhances the sharing of ideas and the creation of a collaborative culture. Likewise, Lumpkin (2013) reported that a urturing environment encourages teachers to be innovative and creative in their teaching approaches. Teachers feel safe to experiment with new methods and technologies.

Further, Rossi (2018) found that in a nurturing work environment, positive relationships between school principals and teachers are more likely to be fostered. When principals exhibit effective managerial orientations, such as transformational or instructional leadership, the nurturing environment can magnify the positive impact of these orientations. Teachers in such an environment may feel even more supported and valued by their principals, leading to increased career satisfaction. More so, Yang et al. (2011) affirmed that a nurturing work environment can help mitigate the potentially negative effects of less effective managerial orientations, such as laissez-faire or purely managerial leadership. When teachers work under principals with these orientations, the nurturing environment can compensate by providing emotional support, professional development opportunities, and a sense of community. Likewise, Hallinger and Heck (2010) noted that nurturing work environments often promote collaboration and open communication. When principals adopt a leadership style that aligns with these values, such as instructional leadership, the nurturing environment can amplify the positive effects.

Furthermore, Ho and Tikly (2012) proposed that in a nurturing environment, teachers have access to resources, mentoring, and professional development opportunities. When school principals exhibit instructional leadership or provide opportunities for career growth, the nurturing work environment can enhance these efforts. Teachers may feel more empowered to take advantage of professional development, leading to improved career satisfaction. Moreover, Heller and Firestone (2011) asserted that nurturing environments prioritize the emotional well-being of teachers. When school principals exhibit transformational leadership qualities, which often involve inspiring and motivating teachers, the nurturing work environment can further enhance teachers' emotional well-being. Teachers may feel a stronger sense of purpose and belonging, leading to increased career satisfaction.

*Synthesis*

Therefore, this portion of the paper provides the researcher the result of other researches to which the present study is related or has some bearing and similarity. More so, the literature showed that managerial orientation as proposed by Beverlin (2011) is measured in terms of structural orientation, human resource orientation, political orientation, and symbolic orientation, while, teachers’ career satisfaction as contextualized by Romero and Bantigue (2017) is indicated with security, work environment, job responsibility, and community attachments. Lastly, Shonje (2016) intellectualized nurturing work environment as the conditions associated with learning environment which include all facilities at the place where the school was located and all that could be found within the school surroundings.

By conducting the literature review, the researcher is able to discover new insights and deepened his understanding on the topic being studied. It also helped the researcher to contextualize the different variables. The reviewed literature revealed several aspects of managerial orientation of school principals that had affected the level of career satisfaction of teachers. This helped the researcher establish the conceptual and theoretical framework by explicitly discussing the nature of variables, the choice of population and the method to answer the research objectives identified. It also provide basis for the interpretation of data.

*Theoretical/Conceptual Framework*

The current study is anchored on the proposition of Rossi (2018) that in a nurturing work environment, positive relationships between school principals and teachers are more likely to be fostered. When principals exhibit effective managerial orientations, such as transformational or instructional leadership, the nurturing environment can magnify the positive impact of these orientations. Teachers in such an environment may feel even more supported and valued by their principals, leading to increased career satisfaction.

In support, Yang et al. (2011) postulated that a nurturing work environment can help mitigate the potentially negative effects of less effective managerial orientations, such as laissez-faire or purely managerial leadership. When teachers work under principals with these orientations, the nurturing environment can compensate by providing emotional support, professional development opportunities, and a sense of community. Adding more, Ho and Tikly (2012) proposed that in a nurturing environment, teachers have access to resources, mentoring, and professional development opportunities.

As shown in *Figure 1*, this study consists of three variables. The independent variable is the leadership orientation of school principals or the potential lenses for school leaders to understand the depth and complexity of organizational life. According to Beverlin (2011), the measures of leadership orientation of school principals are structural orientation, human resource orientation, political orientation, and symbolic orientation. Structural orientation is the frame that emphasizes order and hierarchy in organizations. Human resource orientation is the frame that emphasizes that people and organizations need each other. Political orientation is the frame that views organizations as living, screaming, political arenas that host a complex web of individual and group interest.

*Independent Variable Dependent Variable*

*Teachers’ Career Satisfaction*

* Security
* Work Environment
* Job Responsibility
* Community attachments

*Sources:* Romero, G., & Bantique, N. (2017). Job satisfaction level of K to 12 teachers utilizing multiple statistical tools.

*Leadership Orientation of School Principals*

* Structural Orientation
* Human Resource Orientation
* Political Orientation
* Symbolic Orientation

*Sources:* Beverlin, B. J. (2011). *Exploring factors that impact leadership orientations of public school principals in the State of Kansas*.

*Nurturing Work Environment*

*Sources:* Shonje, G. N. (2016). *The influence of working conditions on teachers job satisfaction: The case of Kisarawe District public secondary school teachers*, *Tanzania*.

*Moderating Variable*

*Figure 1*. The Conceptual Framework of the Study

The dependent variable is teachers’ career satisfaction or the sense of fulfillment, gratification, or contentment that develops as a result of working in a specific job. As proposed by Romero and Bantigue (2017) the measures of teachers’ career satisfaction are security or the assurance or confidence that they will keep their current job; work environment or the conditions associated with learning environment which include all facilities at the place where the school was located and all that could be found within the school surroundings; job responsibilities or the assessment data, instructional coaching and professional supports that available to teachers to improve instruction and student learning; and community attachments or the state that inspires members to promote a sense of self-discovery and group connection, encouraging members to express their beliefs and values, as well as build relationships with the external stakeholders. Lastly, the moderating variable is the nurturing work environment which is associated with learning environment which include all facilities at the place where the school was located and all that could be found within the school surroundings (Shonje, 2016).

*Statement of the Problem*

The primary aim of this study was to determine whether nurturing work environment moderate the interaction between managerial orientation of school principals and teachers’ career satisfaction in Buhangin District, Davao City. Specifically, this study seek 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; and

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 significant relationship between managerial orientation of school principals and teachers’ career satisfaction when moderated by nurturing work environment in Buhangin District, Davao City?

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

*Hypotheses*

The following hypotheses were tested at 0.05 level of significance:

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

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

Hence, the researcher hopes that this study would be beneficial to identified sectors of the academe:

*The Department of Education*. This is beneficial to the DepEd because it generates knowledge essential for educational development and policy. Investigating the impact of the leadership orientation of heads of schools on teachers' satisfaction in work results provides information to help teachers improve their performance level and develop intervention measures to increase their duties and duties and make them capable of developing skills.

*Policy Makers*. The result of the study could provide policymakers with data regarding the perceived orientations of schools across the Mindanao area to use in principal leadership training. Since the school head plays a vital role as the primary school leader, teachers' perceptions regarding principal leadership orientation are critical because teachers and principals work together closely, and teachers are directly affected in terms of their job satisfaction. If we can better understand teachers' perceptions about principal leadership styles, we may be better able to facilitate the implementation of school programs.

*Teachers*. Teachers could benefit from this study because it may provide meaningful evaluations to improve their job satisfaction.

*Future Researchers*. Other researchers would benefit on the result of this study because the findings may provide framework and model for the future researches in the context of leadership orientation of school head and job satisfaction. The study's findings may contribute to existing knowledge about the influence of leadership orientation of school heads on the individual work performance of teachers that may provide the basis for future researchers to conduct further evaluation of the current findings.

For more comprehensive understanding, the following terms were defined operationally:

*Managerial Orientation of School Principals.*This refers to the independent variable in this study described in terms of structural orientation, human resource orientation, political orientation, and symbolic orientation.

*Career Satisfaction.*This refers to the dependent variable in this study described in terms of security, work environment, job responsibility, and community attachments.

*Nurturing Work Environment*.This refers to the mediating variable of the study which expected to contribute to the relationship between the independent and dependent variables.

**CHAPTER 2**

**Method**

This section contains the research design, research respondents, research instrument, data gathering procedure, and data analysis.

*Research Design*

The study employed a non-experimental design utilizing the descriptive correlation technique of research which is designed to gather data, ideas, facts and information related to the study. Quantitative research deals in numbers, logic and objective stance. It focuses on numeric and unchanging data and detailed, convergent reasoning, generation of a variety of ideas about a research problem (Babbie et al. 2010). According to Myers and Well (2013) correlated design examines how the independent variable influences the dependent variable and establishes cause and effect relationship between variables. It enabled the researcher to observe two variables at a point in time and was useful in describing the relationship of the factors of both variables. Moreover, the study also looked into the relationship between two variables– managerial orientation of school principals and career satisfaction of teachers when moderated by nurturing work environment in Buhangin District, Davao City. The interest of the study is to investigate whether nurturing work environment moderate the interaction between managerial orientation of school principals and career satisfaction of teachers in Buhangin District, Davao City.

### *Research Respondents*

The respondents of the study were the elementary school teachers in Buhangin District, Davao City. In this study, the 245 respondents was selected through stratified random sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata (Salkind, 2020). Further, the 5 schools was the basis of the stratification. In this study, certain inclusion criteria were implemented in determining the respondents of the study. The primary consideration of this study is to select respondents who can provide information to achieve the purpose of this study. Hence, only those permanent-regular elementary school teachers in Buhangin District in Davao City, and who voluntarily signed the Informed Consent Form (ICF) were given the the survey questionnaires. Moreover, the study was delimited only to the nature of the problem based on the research questions and thus it did not consider the gender and socio-economic status of the teachers.

*Research Instrument*

The study made use of adapted and modified survey questionnaires to suit the current investigation. The questionnaire is composed of three parts. The first adapted questionnaire, the managerial orientation of school principals which was adapted from the study of Beverlin (2011), indicated with structural orientation, human resource orientation, political orientation, and symbolic orientation. The reliability of the new scale obtained Cronbach's alpha value of 0.935, indicating high reliability and consistency among the items. As a guide in determining the extent of managerial orientation of school principals, the researcher made use the range of means, description and interpretation as presented below:

|  |  |  |
| --- | --- | --- |
| *Range of Mean* | *Descriptive Level* | *Interpretation* |
| 4.20 - 5.00 | Very Extensive | The managerial orientation of school principal is always observed. |
| 3.40 – 4.19 | Extensive | The managerial orientation of school principal is oftentimes observed. |
| 2.60 – 3.39 | Moderately Extensive | The managerial orientation of school principal is sometimes observed. |
| 1.80 – 2.59 | Less Extensive | The managerial orientation of school principal is seldom observed. |
| 1.00 – 1.79 | Not Extensive | The managerial orientation of school head is never observed. |

The second tool was about the career satisfaction which is adapted from the study of Romero and Bantigue (2017), were used as an instrument to measure the job satisfaction. The Cronbach coefficient value for this instrument is 0.940 indicating high reliability and consistency. More so, this questionnaire were subjected for content validity by panel of experts to test its validity and reliability. As a guide in determining the extent of job satisfaction, the researcher made use the range of means, description and interpretation as presented below:

|  |  |  |
| --- | --- | --- |
| *Range of Mean* | *Descriptive Level* | *Interpretation* |
| 4.20 - 5.00 | Very Extensive | The career satisfaction of the teachers is always manifested. |
| 3.40 – 4.19 | Extensive | The career satisfaction of the teachers is oftentimes manifested. |
| 2.60 – 3.39 | Moderately Extensive | The career satisfaction of the teachers is sometimes manifested. |
| 1.80 – 2.59 | Less Extensive | The career satisfaction of the teachers is seldom manifested. |
| 1.00 – 1.79 | Not Extensive | The career satisfaction of the teachers is never manifested. |

The third part of the instrument concerns about the nurturing work environment. This questionnaire is adapted from the study of Shonje (2016). The Cronbach coefficient value for this instrument is 0.955 described as excellent, indicating high reliability and consistency among the items. In the manner of answering the questionnaire, the items the respondents made used of the 5-Likert scale. As a guide in determining the extent of nurturing work environment, the researcher made use of the range of means, description and interpretation as presented below:

|  |  |  |
| --- | --- | --- |
| *Range of Mean* | *Descriptive Level* | *Interpretation* |
| 4.20 - 5.00 | Very Extensive | The nurturing work environment is always evident. |
| 3.40 – 4.19 | Extensive | The nurturing work environment is oftentimes evident. |
| 2.60 – 3.39 | Moderately Extensive | The nurturing work environment is sometimes evident. |
| 1.80 – 2.59 | Less Extensive | The nurturing work environment is seldom evident. |
| 1.00 – 1.79 | Not Extensive | The nurturing work environment is never evident. |

*Data Gathering Procedure*

Steps were undergone by the researcher in conducting the study after the validation of the research questionnaire.

*Permission to Conduct the Study*. The researcher secured the permission to conduct the study*.* The researcher secured the endorsement from the Dean of the Graduate School in Rizal Memorial Colleges, Inc., Davao City. The endorsement letter from the Dean of the Graduate School in Rizal Memorial Colleges, Inc., Davao City was attached to the permission letters to be endorsed to the schools division superintendent, and then to the school principals of the selected elementary public schools in Buhangin District, Davao City.

*Distribution and Retrieval of the Questionnaire.* The researcher proceeded to the distribution of the research instrument to the respondents after the approval to conduct the study. The study was conducted last October 10-12, 2023. Upon the distribution of the questionnaires, the benefits of the survey was briefly discussed and explained to the identified respondents of the study. For the administration of the questionnaire, the respondents of the study were given enough testing time for the questionnaires to be finished. After which, the data collected were subjected to quantitative analysis.

*Collation and Statistical Treatment of Data*. After the data retrieval of the questionnaire, the scores of each respondents was tallied to organized the data per indicator. After which, each score were subjected to descriptive and inferential analysis using SPSS.

*Ethical Considerations*

The researcher observed promptly the protocols deemed necessary as the standard guidelines in carrying out the research study following the study protocol assessments criteria, particularly in managing the population and data. The survey questionnaires with supporting authors were submitted for further evaluation. After the approval from the Ethics Committee the researcher proceeded to the next phase of the study.

*Informed Consent*. The researcher asked for the permission of respondents through a written informed consent. They were properly informed about the purpose of the study and ample explanations were given to them for better understanding of the reason for their participation so that they can choose whether to participate or not.

It was made clear that respondents involvement in the study is voluntary. If ever they would refuse to participate, they were not forced by the researcher. Besides, the researcher was cautious to assure the respondents’ psychological well-being. A written permission from the respondents were secured from them. The researcher informed the respondents that the study aimed to conduct a study on the factors that hinder/promote the career satisfaction of teachers in relation to managerial orientation of school principals as explained by nurturing work environment, and may contribute to the enhancement.

*Vulnerability of Research Participants*. The respondents of the study are teachers so they are not considered vulnerable since all of them are in legal age, and, they are not considered highly vulnerable in the psychological aspect. The researcher emphasized that the survey was be set at the respondents’ convenience. Also, the researcher protected the confidentiality of the information disclosed.

*Privacy and Confidentiality*. This study observed the data Privacy Act of 2012 wherein the researcher assured that the data cannot be traced back to the respondents which will be the real source of information, to protect the identities of the participants. Moreover, the researcher assured that no personal data would be shared without the consent of the respondents. Thus, to ensure that no personal data would be exposed, the access was limited to the researcher alone.

To protect the privacy of the respondents, it was assured that the researcher is the only person that could access the data on the survey. After the necessary data was collected, the researcher permanently disposed all the survey questionnaires and deleted the data result to assure that data cannot be traced back to the respondents who were the real source of information.

*Risk, Benefits and Safety* - In administering the survey questionnaires, the researcher fully disclosed to the respondents the nature of their participation and explained thoroughly and properly the purpose and benefits of the study as well as the confidentiality of their responses as stated in the survey questionnaire. The respondents, without restrictions were able to ask questions related to the study. Further, the researcher ensured that the respondents were not be subjected to harm in any ways whatsoever. Moreover, the questionnaire and interview guide that were used in this study did not contain any degrading or unacceptable statements offensive to the respondents of the study.

Likewise, this study is designed purely to collect academic information related to the study and they were not asked with personal information. To minimize inconvenience, the researcher made sure that the respondents were given ample time to answer the survey questionnaire. The respondents were given freedom not to answer questions which made them feel any psychological and emotional distress and they would be free to withdraw as a respondent of the study if they would feel that they cannot discuss the information that being asked from them. The researcher valued their participation and placed their welfare as the highest priority during the course of the study.

*Justice*. To avoid impartiality in choosing the respondents, the researcher regarded all respondents equal regardless if they would be respondent in the survey. The researcher did not prejudiced in choosing the respondents of the study. Anybody who fitted the qualifications of being permanent-regular in the purposively selected schools. During the conduct of the study, the researcher made certain to respect the respondents by interrupting as little time as possible to the routine of the respondents. To compensate for the time spent during data gathering, the researcher gave tokens of appreciation to the respondents. This token was an assortment of souvenir. The tokens were sent via courier, and these was sealed carefully in a package. Also, each tokens were sanitized before having it sent to your doorstep.

*Transparency*. To provide transparency in this study, any type of communication in relation to the research was done with honesty and transparency. To safeguard the welfare of the participants, the researcher properly implemented the methods that are discussed to use in this study. All the necessary documents that supported the data analysis was included. Importantly, the researcher described the extent of the involvement of the respondents in this study and shared how the researcher maintained objectivity in analyzing data and presentation of the results of the study.

*Qualification of the Researcher.*The researcher ensured that the responses of the respondents were not influence by any other factor like the conflict of interest. The findings of the study could be accessed by the respondents and parents, and school administrators of the participating schools because the information would be made available as long as they followed proper protocol to protect the anonymity of the respondents. The researcher also acknowledged the effort of every person who contributed to the success of the study, the Division of Davao City was given a furnished copy of the results of the research so it can be accessed by the respondents and be used for learning and further study.

*Adequacy of Facilities.* The researcher engaged the respondents in a conducive environment and learning materials which were ample and available in the conduct of the study and was done within the time set by the researcher. The accuracy of gathering data from the respondents was ensured by encoding properly the ratings of the respondents during the day when the researcher was not too tired to do them to avoid errors in encoding. Also, the analysis and results gathered were proficient and aligned that serves as a primary basis for adequacy.

*Community Involvement.*It was a good practice to have community involvement during every phase of research from planning to reporting. Hence, the researcher planned to share the findings generated with the community, and community involvement was accorded with primacy in making decisions about the research agenda, appropriate method to apply in their context, and use of the results or findings. The findings of this study would then be shared back with the community through gatherings, fora, and conferences.

*Data Analysis*

The following were the statistical tools utilized by the researcher in processing the gathered data:

*Mean.* This was useful in characterizing the managerial orientation of school principals, career satisfaction of the teachers, and nurturing work environment in Buhangin District, Davao City. This was used to supply the answer for objectives 1, 2, and 3.

*Partial Correlation Analysis.* It was used in this study to asses the significant relationship between independent (manaerial orientation of school principals) and dependent (career satisfaction of the teachers) with moderating (nurturing work environment) variables. It is a statistical measure of the strength of a linear relationship between paired data. In a sample it is usually denoted by r.

*Multiple Linear Regression Analysis.* It was applied to evaluate the moderating effect of nurturing work environment on the interaction between managerial orientation of school principals and career satisfaction of the teachers in Buhangin District.

**CHAPTER 3**

**Results and Discussions**

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

*Managerial Orientation of School Principals*

*Structural Orientation.* Specifically, examining the domain on structural orientation, results on Table 1 reveal that its category mean is 3.65 described as extensive which means that this particular domain on managerial orientations of school principals in Buhangin District in Davao City is oftentimes observed. The table further reveals that the mean rating of the items ranges from 2.98 to 4.22. It is noteworthy that item *The atmosphere and decoration appearance of the waiting room is appealing* has a mean rating of 2.98, described asmoderately extensive andinterpreted as item is sometimes observed. Meanwhile, the item *The waiting area is clean* has a mean rating of 4.22, described as very extensive and interpreted as oftentimes observed.

The result implies that school principals prioritize tasks related to creating and maintaining effective organizational systems, developing and enforcing policies and procedures, and ensuring that the school's physical and administrative infrastructure supports its educational goals. This findings agree with the view of Sergiovanni (2013) that principals with a structural orientation are often skilled in optimizing the school's daily operations. At high levels, this results in a well-organized and smoothly functioning institution, where resources are utilized efficiently, schedules are well-managed, and the administrative processes are streamlined. Adding more, the result is in line with the view of Barber et al. (2010) that extensive structural orientation leads to a disciplined and organized learning environment, where students, teachers, and staff know what is expected and how things should be done.

|  |
| --- |
| Table 1. *Managerial Orientation of School Principals* *in Terms of* *Structural Orientation* |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. Thinking clearly and logically.
 | 3.03 | Moderately Extensive |
| 1. Emphasizing strongly the careful planning and clear time lines.
 | 3.89 | Extensive |
| 1. Approaching problems through logical analysis and careful thinking
 | 4.02 | Extensive |
| 1. Developing and implementing clear, logical policies and procedures.
 | 3.75 | Extensive |
| 1. Approaching problems with facts and logic.
 | 2.98 | Moderately Extensive |
| 1. Setting specific, measurable goals and hold people accountable for results.
 | 3.89 | Extensive |
| 1. Having extraordinary attention to detail.
 | 4.22 | Very Extensive |
| 1. Believing in clear structure and a chain of command.
 | 3.44 | Extensive |
| **Mean** | ***3.65***  | ***Extensive*** |

*Human Resource Orientation.* The result on Table 2 shows that the domain, human resource orientation, was assessed by the teachers in Buhangin District in Davao City as extensive with a category mean of 3.51, interpreted as oftentimes observed. The mean rating of the different items ranges from 3.01 to 4.13. On one hand, the item *Showing high levels of support and concern for others* has a mean rating of 3.01, described as moderately extensive and interpreted as sometimes observed. On the other hand, the item, *Giving personal recognition for work well done* reflects a mean of 4.13 described as extensive, interpreted as oftentimes observed by the teachers in Buhangin District, Davao City.

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| Table 2. *Managerial Orientation of School Principals* *in Terms of Human Resource Orientation* |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. Showing high levels of support and concern for others.
 | 3.01 | Moderately Extensive |
| 1. Building trust through open and collaborative relationships.
 | 3.56 | Extensive |
| 1. Showing high sensitivity and concern for others' needs and feelings.
 | 3.87 | Extensive |
| 1. Fostering high levels of participation and involvement in decisions.
 | 3.11 | Moderately Extensive |
| 1. Being consistently helpful and responsive to others.
 | 3.12 | Moderately Extensive |
| 1. Listening well and unusually receptive to other people's ideas and input.
 | 3.89 | Extensive |
| 1. Giving personal recognition for work well done.
 | 4.13 | Extensive |
| 1. Being highly participative manager.
 | 3.42 | Extensive |
| **Mean** | ***3.51***  | ***Extensive*** |

This finding means that the school principals showed strong commitment to fostering positive relationships, supporting professional growth, and ensuring the well-being of teachers, staff, and students. The result agrees with the view of Bodla and Nawaz (2010) that a human resource-oriented principal prioritizes the ongoing professional growth of teachers. At high levels, this results in a culture of continuous improvement, with access to quality professional development opportunities and mentorship programs to enhance teaching skills. This is also congruent to the findings of Holland et al. (2014) that a principal with a human resource orientation focuses on creating a positive work environment and promoting staff morale and well-being. This approach can lead to high levels of job satisfaction, reduced turnover, and a motivated workforce that contributes to the success of the school.

*Political Orientation.* In terms of political preference, Table 3 shows a moderately extensive category mean rating of 3.30 which means that managerial orientation of school principals in terms of political orientation is sometimes observed among the school principals in Buhangin District, Davao City. The mean rating of the different items ranges 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 and interpreted as item sometimes observed*.* Meanwhile, the item*, Being persuasive and influential* shows a rating of 3.92, described as extensive and interpreted as item oftentimes observed by the respondents.

This suggests that the commitment to managing relationships with various stakeholders, understanding and influencing educational policies, and advocating for the interests of the school within the broader political and social context is sometimes observed. The result agrees with Day et al. (2010) that moderate-level administrators often need to advocate for the interests of their school within the broader educational and political context. A political orientation involves advocating for policy changes, funding, and resources to support the school's mission and goals. In addition, the result supports the view of Gordon (2013) that a school principal with a political orientation ensures that the school complies with these requirements while also understanding how to navigate and influence policy decisions that can impact the school's operations.

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| Table 3. *Managerial Orientation of School Principals* *in Terms of* *Political Orientation* |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. Having exceptional ability to mobilize people and resources to get things done.
 | 3.09 | Moderately Extensive |
| 1. Being very skillful and shrewd negotiator.
 | 3.33 | Moderately Extensive |
| 1. Being persuasive and influential.
 | 3.92 | Extensive |
| 1. Anticipating and dealing adroitly with organizational conflict.
 | 3.04 | Moderately Extensive |
| 1. Being very effective in getting support from people with influence and power.
 | 2.89 | Moderately Extensive |
| 1. Being politically very sensitive and skillful.
 | 3.32 | Moderately Extensive |
| 1. Developing alliances to build a strong base of support.
 | 3.45 | Extensive |
| 1. Succeeding in the face of conflict and opposition.
 | 3.36 | Moderately Extensive |
| **Mean** | ***3.30***  | ***Moderately Extensive*** |

*Symbolic Preference.* Specifically, examining the domain on symbolic orientation, results on Table 4 reveal that its category mean is 3.24 described as moderately extensive which means that this particular domain on managerial orientation of school principals is sometimes observed by the teachers in Buhangin District, Davao City. The table further reveals that the mean rating of the items ranges from 2.57 to 3.75. It is noteworthy that item, *Inspiring others to do their best* has a mean rating of 2.57, described asless extensive andinterpreted as item is seldom observed. Meanwhile the item *Generating loyalty and enthusiasm* has a mean rating of 3.75, described as extensive and interpreted as item oftentimes observed by the teachers.

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| Table 4. *Managerial Orientation of School Principals* *in Terms of* *Symbolic Orientation* |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. Inspiring others to do their best.
 | 2.57 | Less Extensive |
| 1. Being highly charismatic.
 | 3.44 | Extensive |
| 1. Being able to be an inspiration to others.
 | 3.56 | Extensive |
| 1. Being highly imaginative and creative.
 | 3.11 | Moderately Extensive |
| 1. Communicating a strong and challenging sense of vision and mission.
 | 3.08 | Moderately Extensive |
| 1. Seeing beyond current realities to generate exciting new opportunities.
 | 3.14 | Moderately Extensive |
| 1. Generating loyalty and enthusiasm.
 | 3.75 | Extensive |
| 1. Serving as an influential model of organizational aspirations and values.
 | 3.24 | Moderately Extensive |
| **Mean** | ***3.24***  | ***Moderately Extensive*** |

The result implies that the commitment to shaping the school's identity, values, and culture and communicating them effectively to create a positive and inspiring school environment is sometimes observed among the principals in Buhangin District, Davao City. This finding is in line with Mårtensson and Roxå’s (2016) view that moderate symbolic leaders use symbolic actions, such as celebrations, events, and rituals, to build a positive school culture. These actions help establish traditions and a sense of unity among students and staff. Adding more, the result corroborates with Aziz’s et al. (2018) proposition that pprincipals with a symbolic orientation communicate and reinforce the school's vision and mission. This helps align the school community with common goals and values, fostering a shared sense of purpose. At moderate levels of symbolic leadership, the principal plays a role in fostering a school culture that reflects the values, traditions, and identity of the school community.

Lastly, Table 5 shows the summary on the extent of managerial orientation of school principals in Buhangin District, Davao City. It shows that the overall mean of managerial orientation of school principals is 3.43 which is described as extensive and interpreted as oftentimes observed. More so, the table indicates that managerial orientation of school principals in terms of structural orientation acquired the highest mean score of 3.65 which was described as extensive and interpreted as oftentimes observed, while, managerial orientation of school principals in terms of symbolic orientation acquired the lowest mean score of 3.24 which was described as moderately extensive and interpreted as sometimes observed.

 The result implies that the school principals in Buhangin District in Davao City prioritize efficient resource allocation, compliance with regulations, and maintaining order within the school. This supports the findings of Malik (2014) that principals with a strong managerial orientation tend to excel in managing financial and human resources efficiently. This can result in better allocation of resources, which in turn can impact the quality of education. Extenisve level implications include having adequate funding for programs, effective utilization of staff, and ensuring that resources support educational goals. Moreover, the result is in agreement to the view of Shonubi (2012) that principals with a managerial orientation often emphasize data-driven decision making. They rely on assessments and evaluations to make informed choices about educational strategies and resource allocation.

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| Table 5. *Summary on Managerial Orientation of School Principals in Buhangin District, Davao City* |
| **Indicators** | **Mean** | **Descriptive Equivalent** |
| Structural Orientation | 3.65 | Extensive |
| Human Resource Orientation | 3.51 | Extensive |
| Political Orientation | 3.30  | Moderately Extensive |
| Symbolic Orientation | 3.24 | Moderately Extensive |
| ***Overall*** | ***3.43***  | ***Extensive*** |

*Teachers’ Career Satisfaction*

*Security.* The result on Table 6 shows that the domain, security, was assessed by the teachers in Buhangin District in Davao City as extensive with a category mean of 3.59, interpreted as oftentimes manifested. The mean rating of the different items ranges from 2.58 to 4.28. On one hand, 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, interpreted as item seldom manifested. Meanwhile, the item *Getting a full credit for the work I do* reflects a mean of 4.28 described as very extensive, interpreted as always manifested.

The result means that the sense of job security, financial stability, and confidence in long-term career prospects within the field of education is oftentimes manifested by the respondents. This supports Taylor and Taylor’s (2011) assertion that extensive career satisfaction in terms of security can contribute to improved teacher retention. When teachers feel secure in their positions, they are more likely to stay in the profession, reducing turnover rates. In addition, the result supports Gu and Day’s (2014) findings that secure teachers tend to be more committed to their roles and the education profession. Their long-term career prospects are assured, which leads to greater dedication and passion for teaching.

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| Table 6. *Teachers’ Career Satisfaction in Terms of* *Security* |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. Being satisfied with the amount of pay for the work I do.
 | 3.75 | Extensive |
| 1. There is fair chances for the teachers to be reclassified /be promoted in our school.
 | 2.58 | Less Extensive |
| 1. Being confident that my job could provide me a secured future.
 | 3.89 | Extensive |
| 1. Getting a full credit for the work I do.
 | 4.28 | Very Extensive |
| 1. Having a thought that my pay is as competitive for a similar jobs in other institutions.
 | 3.44 | Extensive |
| **Mean** | ***3.59***  | ***Extensive*** |

*Work Environment.* In terms of work environment, Table 7 shows a extensive category mean rating of 3.49 which means that this domain of teachers’ career satisfaction is oftentimes manifested in Buhangin District in Davao City. The mean rating of the different items ranges 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 and interpreted as item sometimes manifested*.* Meanwhile, the item *Getting a feeling of accomplishment from the job* shows a rating of 4.07, described as extensive and interpreted as item oftentimes manifested among the teachers.

This suggests that the conditions associated with learning environment which include all facilities at the place where the school was located and all that could be found within the school surroundings is oftentimes manifested by the teachers. The result agrees with the view of Sherman (2018) that a positive work environment is closely tied to teacher retention. High levels of career satisfaction in this context can lead to lower turnover rates as teachers are more likely to stay in a workplace that is supportive and conducive to their well-being. Moreover, the result is in agreement to Vijayabanu’s (2017) assertion that high levels of career satisfaction in terms of the work environment can positively impact teacher well-being. A supportive work environment can reduce stress and improve overall emotional health.

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| Table 7. *Teachers’ Career Satisfaction in Terms of* *Work Environment* |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. The policies and practice towards employees of the school is fair.
 | 3.04 | Moderately Extensive |
| 1. There is a clear way of communication between the immediate head and the subordinate.
 | 3.14 | Moderately Extensive |
| 1. The working conditions such as air-conditioning, lighting, ventilation etc is conducive for working.
 | 3.78 | Extensive |
| 1. Getting a feeling of accomplishment from the job.
 | 4.07 | Extensive |
| 1. My immediate head provides help on hard problems.
 | 3.42 | Extensive |
| **Mean** | ***3.49***  | ***Extensive*** |

*Job Responsibility.* Specifically, examining the domain on job responsibilities, results on Table 8 reveal that its category mean is 3.16 described as moderately extensive which means that this particular domain on teachers’ career satisfaction is sometimes manifested. The table further reveals that the mean rating of the items ranges from 2.77 to 3.45. It is noteworthy that item, *Being able to do things that don’t go against my conscience* has a mean rating of 2.77, described asmoderately extensive*,* interpreted as item is oftentimes manifested, while item, *Having a chance to try something different in my job* has a mean rating of 3.45, described as extensive and interpreted as item oftentimes manifested.

This means that teachers’ feelings about the nature of their work, the scope of their responsibilities, and their ability to effectively carry out their roles as educators is sometimes manifested. This supports Cosner’s (2011) idea that moderate career satisfaction in terms of job responsibility may lead to reasonably effective job performance. While teachers may not be extremely enthusiastic about their roles, they can still carry out their responsibilities competently and fulfill their duties in the classroom. This also supports Ye’s (2016) assertion that teachers with moderate career satisfaction related to job responsibility may remain committed to the teaching profession. They may continue to provide their students with a good quality education, ensuring that students receive necessary instruction and support.

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| Table 8. *Teachers’ Career Satisfaction in Terms of* *Job Responsibility* |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. Being able to do things that don’t go against my conscience.
 | 2.77 | Moderately Extensive |
| 1. Being able to do work that well suited to my abilities in my institution.
 | 2.89 | Moderately Extensive |
| 1. The environment is open for a chance to tell other co –workers how to do things.
 | 3.32 | Moderately Extensive |
| 1. Having a chance to try something different in my job.
 | 3.45 | Extensive |
| 1. Having the freedom to use my own judgment in work.
 | 3.36 | Moderately Extensive |
| **Mean** | ***3.16***  | ***Moderately Extensive*** |

*Community Attachments.* Specifically, examining the domain on community attachments, results on Table 9 reveal that its category mean is 2.99 described as moderately extensive which means that this particular domain on teachers’ career satisfaction is sometimes manifested in Buhangin District in Davao City. The table further reveals that the mean rating of the items ranges from 2.43 to 3.75. It is noteworthy that item, *The institution strengthen the linkages of the school in the immediate community* has a mean rating of 2.43, described aslessextensive*,* interpreted as item is seldom manifested, while item, *Helping people’s concern in the community* has a mean rating of 3.75, described as extensive and interpreted as item oftentimes manifested by the teachers in Buhangin District in Davao City.

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| Table 9. *Teachers’ Career Satisfaction in Terms of* *Community Attachments* |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. The institution provide me the chance to have a definite place in the community.
 | 2.55 | Less Extensive |
| 1. The institution provide me chance to be of some small service to other people.
 | 3.08 | Moderately Extensive |
| 1. Encouraging the stakeholders’ participation in all school related activities
 | 3.14 | Moderately Extensive |
| 1. Helping people’s concern in the community.
 | 3.75 | Extensive |
| 1. The institution strengthen the linkages of the school in the immediate community.
 | 2.43 | Less Extensive |
| **Mean** | ***2.99***  | ***Moderately Extensive*** |

This ensures that teachers maintain positive interactions with the community, contributing to a supportive and engaged educational environment. The result is in agreement with the view of Nigama et al. (2018) that moderate community attachments career satisfaction can contribute to a relatively stable school image in the community. Teachers' moderate involvement and positive interactions with parents and community members help maintain a positive reputation for the school. This also supports the idea of Zilli (2012) that moderate community attachments can positively impact student engagement. Teachers who engage with the community may bring back insights, resources, and opportunities that enrich the educational experiences of students.

Lastly, Table 10 shows the summary on the extent of teachers’ career satisfaction in Buhangin District in Davao City. As shown in the table, teachers’ career satisfaction obtained an overall mean score 3.31 descriptively rated as moderately extensive and interpreted as sometimes manifested. More so, results on the table show that teachers’ career satisfaction in terms of security acquired the highest mean score of 3.59 described as extensive and interpreted as oftentimes manifested, while, teachers’ career satisfaction in terms of commnuity attachments acquired the lowest mean score of 2.99 described as moderately extensive and interpreted as sometimes manifested.

The result means that the level of contentment and fulfillment that educators experience in their teaching profession is sometimes manifested. This supports Federici and Skaalvik’s (2012) hypothesis that extensive career satisfaction among teachers can lead to improved teacher retention rates. When teachers are satisfied with their careers, they are more likely to remain in their positions, reducing turnover and the associated costs of recruitment and training. In addition, the result is in agreement to Caricati’s et al. (2014) assertion that a content and satisfied teaching staff is likely to have more positive interactions with parents and the community. This fosters strong partnerships and a sense of trust, support, and involvement in the school community. This also corroborates with Nawab and Bhatti’s (2011) idea that teacher satisfaction is closely linked to the overall school culture. High levels of teacher satisfaction contribute to a positive, collaborative, and supportive school culture that benefits all stakeholders.

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| Table 10. *Summary on Teachers’ Career Satisfaction in Buhangin District, Davao City* |
| **Indicators** | **Mean** | **Descriptive Equivalent** |
| Security | 3.59 | Extensive |
| Work Environment | 3.49 | Extensive |
| Job Responsibility | 3.16  | Moderately Extensive |
| Community Attachments | 2.99 | Moderately Extensive |
| ***Overall*** | ***3.31***  | ***Moderately Extensive*** |

*Nurturing Work Environment in Buhangin District, Davao City*

Table 11 shows the extent of nurturing work environment for teachers in Buhangin District in Davao City reflects an overall mean of 3.60, described as extensive and interpreted as oftentimes evident. The mean ratings of the items range from 3.13 to 4.03. The item *Teachers have sufficient instructional time to meet the needs of all students* got a mean rating of 3.02described as moderately extensive interpreted as item is sometimes evident among respondents in Buhangin District, Davao City.Meanwhile,the item *School administrator support teachers' efforts to maintain discipline in the classroom* shows a mean rating of 4.03 described as extensive and interpreted as item oftentimes evident among respondents in Buhangin District, Davao City.

Overall, the result suggests that the conditions associated with learning environment which include all facilities at the place where the school was located and all that could be found within the school surroundings is oftentimes evident among teachers in Buhangin District, Davao City. This supports the view of Nyagaya (2015) that nurturing work environment prioritizes the emotional and mental well-being of teachers. It provides resources and support to help teachers manage stress and maintain a healthy work-life balance, ultimately improving their overall quality of life. High levels of nurturing foster a commitment to ongoing professional development. Schools in such environments invest in training, mentorship, and opportunities for teachers to enhance their skills and stay updated on best practices in education. Adding more, the result agrees with the view of Baah and Amoako (2011) that teachers in nurturing environments receive regular feedback and recognition for their efforts. Their contributions are acknowledged and celebrated, which boosts their morale and job satisfaction.

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| Table 11. *Summary on Nurturing Work Environment in Buhangin District, Davao City* |
| **Statement** | **Mean** | **Descriptive Rating** |
| 1. School administrator support teachers' efforts to maintain discipline in the classroom.
 | 4.03 | Extensive |
| 1. School administrator consistently enforce rules for student conduct.
 | 3.99 | Extensive |
| 1. Policies and procedures about student conduct are clearly understood by the faculty.
 | 3.13 | Moderately Extensive |
| 1. Teachers work in professional learning communities to develop and align instructional practices.
 | 3.27 | Moderately Extensive |
| 1. Teachers are encouraged to try new things to improve instruction.
 | 3.57 | Extensive |
| 1. Teachers have sufficient instructional time to meet the needs of all students.
 | 3.02 | Moderately Extensive |
| 1. Teachers are allowed to focus on educating students with minimal interruptions.
 | 3.41 | Moderately Extensive |
| 1. The faculty has an effective process for making group decisions to solve problems.
 | 3.34 | Moderately Extensive |
| **Mean** | ***3.47***  | ***Extensive*** |

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

The results on the analysis on the relationship between managerial orientation of school principals and teachers’ career satisfaction in Buhangin District in Davao City when moderated by nurturing work environment are presented. Bivariate correlation analysis using Pearson product moment correlation was utilized to determine the relationship between the variables mentioned.

Table 12 shows that managerial orientation of school principals has a significant positive relationship with the teachers’ career satisfaction in Buhangin District in Davao City when moderated by nurturing work environment with a p-value of .000 that is less than .05 level of significance (two-tailed) (r = 0.788, p < 0.05). It means that as the extent of managerial orientation of school principals changes, teachers’ career satisfaction also changes significantly when moderated by nurturing work environment. Adding more, the result in the table also shows that managerial orientation of school principals in terms of structural orientation; human resource orientation; political orientation; and symbolic orientation have significant positive relationship with the teachers’ career satisfaction when moderated by nurturing work environment with a p-value of .000 that is less than .05 level of significance (two-tailed) (r = 0.351, p < 0.05), (r = 0.659, p < 0.05), (r = 0.246, p < 0.05), and (r = 0.812, p < 0.05), respectively.

The result implies that nurturing work environment can act as a moderator between the managerial orientation of school principals and teachers' career satisfaction. It has the potential to amplify the positive effects of effective leadership styles and mitigate the negative effects of less effective styles, ultimately enhancing teachers' overall career satisfaction. This result corroborates with Yang’s et al. (2011) findings that a nurturing work environment can help mitigate the potentially negative effects of less effective managerial orientations, such as laissez-faire or purely managerial leadership. When teachers work under principals with these orientations, the nurturing environment can compensate by providing emotional support. Adding more, the result supports the idea of Ho and Tikly (2012) that in a nurturing environment, teachers have access to resources, mentoring, and professional development opportunities.

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| Table 12. *Relationship Between Managerial Orientation of School Principals and Teachers’ Career Satisfaction in Buhangin District, Davao City with Nurturing Work Environment as Moderator* |
| **Variables** | *Teachers’ Career Satisfaction* |
| *Nurturing Work Environment (Moderator)* |
| **r-value** | **p-value** | **Decision** |
| Structural Orientation | 0.351\* | 0.000 | Reject H0 |
| Human Resource Orientation | 0.659\* | 0.000 | Reject H0 |
| Political Orientation | 0.246\* | 0.000 | Reject H0 |
| Symbolic Orientation | 0.812\* | 0.000 | Reject H0 |
| ***Overall Managerial Orientation of School Principals*** | ***0.788\**** | ***0.000*** | ***Reject H0*** |
| *\*Significant @ p<0.05* |

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

The moderating effect of nurturing work environment (NWE) on the interaction between managerial orientation of school principals (MO) and teachers’ career satisfaction (TCS) in Buhangin District, Davao City were tested using multiple linear regression analysis. Results on the Table 13 shows that the Beta coefficients for the Step 1 analysis of managerial orientation of school principals (MO) and teachers’ career satisfaction (TCS) were β= 0.105, S.E. = 0.056, p<0.05; and nurturing work environment (NWE) and teachers’ career satisfaction (TCS) were β =0.211, S.E.=0.049, p<0.05. When managerial orientation of school principals (MO) and nurturing work environment (NWE) were included as the only independent variables (without including an interaction term), the regression model explained 63.80% of the variance in teachers’ career satisfaction (TCS) (R2 = 0.638, p< .05).

Moreover, Beta coefficients for the Step 2 analysis of managerial orientation of school principals (MO) and teachers’ career satisfaction (TCS) were β= 0.384, S.E. = .031, p<0.05; nurturing work environment (NWE) and teachers’ career satisfaction (TCS) were β =0.177, S.E. = 0.048, p <0.05; and moderator (ADT\*TCK) and teachers’ career satisfaction (TCS) were β =0.224, S.E.= 0.052, p<0.05. Also, it was indicated that when an interaction between managerial orientation of school principals (MO) and nurturing work environment (NWE) was added, the percentage of variance in teachers’ career satisfaction (TCS) was 72.20% (R2 = 0.722; p<0.05) indicated the independent contribution of each variable while controlling for the influence of others to create the regression equation for each analysis, after assuring significance by examining accompanying p-values. Hence, the interaction term accounted for an additional 8.40% of variance in the dependent variable (ΔR2 = 0.084). Based on the result, the null hypothesis was rejected as nurturing work environment (NWE) had significantly moderated the relationship between managerial orientation of school principals (MO) and teachers’ career satisfaction (TCS) in Buhangin District, Davao City.

The result implies that the presence of a nurturing work environment can influence how the managerial orientation of principals affects teachers' career satisfaction. This result supports the findings of Heller and Firestone (2011) that nurturing environments prioritize the emotional well-being of teachers. When school principals exhibit transformational leadership qualities, which often involve inspiring and motivating teachers, the nurturing work environment can further enhance teachers' emotional well-being. Lastly, the result corroborates with Rossi’s (2018) proposition that in a nurturing work environment, positive relationships between school principals and teachers are more likely to be fostered. When principals exhibit effective managerial orientations, such as transformational or instructional leadership, the nurturing environment can magnify the positive impact of these orientations. Teachers in such an environment may feel even more supported and valued by their principals, leading to increased career satisfaction.

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| Table 13. *Moderating Effect of Nurturing Work Environment on the Interaction Between Managerial Orientation of School Principals and Teachers’ Career Satisfaction in Buhangin District, Davao City* |
| **Step 1** | *Teachers’ Career Satisfaction (TCS)* |
| **B** | **Beta** | **S.E** | **p-value** | **Decisions** |
| *Managerial Orientation of School Principals* *(MO)* | .105 | .131 | .056 | .000 | Reject H0 |
| *Nurturing Work Environment* *(NWE)* | .211 | .078 | .049 | .000 | Reject H0 |
| R2 | = 0.638 | F-value | = 117.884\*\* | p-value | = 0.000 |
| **Step 2** |  |
| *Managerial Orientation of School Principals* *(MO)* | .384\*\* | .576 | .031 | .000 | Reject H0 |
| *Nurturing Work Environment* *(NWE)* | .177\*\* | .126 | .048 | .000 | Reject H0 |
| *Moderator (MO\*NWE)* | .224\*\* | .089 | .052 | .000 | Reject H0 |
| R2 | = 0.722 | F-value | = 132.087\*\* | p-value | = 0.000 |
| ***\*Significant @ p<0.05*** |

**CHAPTER 4**

**Conclusions and Recommendations**

This part of the paper presents the conclusion and recommendation of the researcher. The discussion is supported by the literature presented in the first chapters and the conclusion is in accordance with statements of the problem presented in this study.

*Summary of the Findings*

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

Based on the results the summary of the findings were the following:

Managerial orientation of school principals in Buhangin District in Davao City has an overall mean of 3.43 which was described as extensive and interpreted as oftimes manifested. Managerial orientation of school principals in terms of structural orientation, human resource orientation, political orientation, and symbolic orientation obtained the mean scores of 3.65, 3.51, 3.30, and 3.24, respectively.

Teachers’ career satisfaction in Buhangin District in Davao City results showed that the mean score is 3.31 which was described as moderately extensive, interpreted as sometimes manifested. Teachers’ career satisfaction in terms of security, work environment, job responsibility, and community attachments obtained the mean scores of 3.59, 3.49, 3.16, and 2.99, respectively. Moreover, the extent of nurturing work environment in Buhangin District in Davao City has an overall mean of 3.47 with a descriptive rating of extensive.

Managerial orientation of school principals has a significant positive relationship with the teachers’ career satisfaction in Buhangin District in Davao City when moderated by nurturing work environment with a p-value of .000 that is less than .05 level of significance (two-tailed) (r = .788, p<0.05). This means that as the extent of managerial orientation of school principals changes, teachers’ career satisfaction also changes significantly when moderated by nurturing work environment.

Nurturing work environment is a significant moderator on the interaction between managerial orientation of school principals and teachers’ career satisfaction in Buhangin District in Davao City. The analysis showed that when an interaction between managerial orientation of school principals (MO) and nurturing work environment (NWE) was added, the percentage of variance in teachers’ career satisfaction (TCS) was 72.20% (R2 = 0.722; p<0.05) indicated the independent contribution of each variable while controlling for the influence of others to create the regression equation for each analysis, after assuring significance by examining accompanying p-values. Hence, the interaction term accounted for an additional 8.40% of variance in the dependent variable (ΔR2 = 0.084).

*Conclusions*

Based on the findings of this study and within the limitations and restrictions (such as survey questionnaire and number of participants), several conclusions are generated:

Managerial orientation of school principals in Buhangin District in Davao City was rated as extensive. Managerial orientation of school principals in terms of structural preference and human resource preference were rated as extensive, while, leadership orientation of school principals in terms of political preference, and symbolic preference were rated as moderately extensive. The result implies that the school principals in Buhangin District in Davao City prioritize efficient resource allocation, compliance with regulations, and maintaining order within the school.

Teachers’ career satisfaction in Buhangin District in Davao City was rated as moderately extensive. Teachers’ career satisfaction in terms of security and work environment was rated as extensive, while, teachers’ career satisfaction in terms of job responsibility and community attachments were rated as moderately extensive. The result means that the level of contentment and fulfillment that educators experience in their teaching profession is sometimes manifested.

Nurturing work environment in Buhangin District in Davao City acquired an extensive rating. It denotes that the conditions associated with learning environment which include all facilities at the place where the school was located and all that could be found within the school surroundings is oftentimes evident among teachers.

Managerial orientation of school principals has a significant positive relationship with the teachers’ career satisfaction in Buhangin District in Davao City when moderated by nurturing work environment. This means that as the extent of managerial orientation of school principals changes, teachers’ career satisfaction also significantly changes when moderated by technological content knowledge. The result implies that nurturing work environment can act as a moderator between the managerial orientation of school principals and teachers' career satisfaction.

Nurturing work environment had significant moderating effect on the interaction between managerial orientation of school principals and teachers’ career satisfaction in Buhangin District in Davao City. The result implies that the presence of a nurturing work environment can influence how the managerial orientation of principals affects teachers' career satisfaction.

*Recommendation*

Department of Education should develop and support policies that promote continuous professional development for school principals. Provide opportunities for them to enhance their leadership skills and knowledge of effective managerial orientations. They should encourage the use of regular school climate surveys that assess the nurturing work environment. 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. They should aim to develop a well-rounded leadership style that incorporates elements of instructional, transformational, and supportive leadership. More so, school principals should actively work on creating nurturing work environments by fostering positive relationships, promoting collaboration, and supporting teacher well-being. This can be achieved 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 initiative in professional development and actively seek opportunities to enhance teaching skills and well-being. Engage in mentorship programs and collaborative efforts.

Future researchers should combine both quantitative and qualitative research methods to gain a deeper understanding of the mechanisms at play. This can involve surveys, interviews, and classroom observations.

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**APPENDICES**

**Appendix A**

Research Instrument

**MANAGERIAL ORIENTATION OF SCHOOL PRINCIPALS AND TEACHERS’ CAREER SATISFACTION WITH NURTURING WORK**

**ENVIRONMENT AS MODERATOR**

Name (*optional*) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:**

This survey questionnaire is for the selected elementary school teachers of the Buhangin District, Davao City. Rest assured that the answers and responses contributed in this study will be handled with right data management in allegiance to the Data Privacy Act of 2012 and shall be dealt with utmost confidential confidence. On this note, please feel free to give your honest score by means of putting check (√) to the space provided after each item below using these scales: ***5****- Very Extensive,* ***4****- Highly Extensive,* ***3****- Moderately Extensive,* ***2****- Less Extensive*, and ***1****- Not Extensive*.

**I. Managerial Orientation of School Principals Questionnaire**

**Direction:** The managerial orientation of school principals questionnaire has eight indicators namely: structural orientation, human resource orientation, political orientation, and symbolic orientation. Please put a check (√) mark on the column that you think most suited to your level of agreement/disagreement regarding your observation on managerial orientation of school principals using the scale below:

 5 = Strongly Agree 2 = Disagree

 4 = Agree 1 = Strongly Disagree

 3 = Moderately Agree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Structural Orientation***The school principal….* | ***5*** | ***4*** | ***3*** | ***2*** | ***1*** |
| 1. Thinks clearly and logically.
 |  |  |  |  |  |
| 1. Strongly emphasizes careful planning and clear time lines.
 |  |  |  |  |  |
| 1. Approach problems through logical analysis and careful thinking
 |  |  |  |  |  |
| 1. Develop and implement clear, logical policies and procedures.
 |  |  |  |  |  |
| 1. Strongly believes in clear structure and a chain of command.
 |  |  |  |  |  |
| **Human Resource Orientation***The school principal….* | ***5*** | ***4*** | ***3*** | ***2*** | ***1*** |
| 1. Show high levels of support and concern for others.
 |  |  |  |  |  |
| 1. Build trust through open and collaborative relationships.
 |  |  |  |  |  |
| 1. Show high sensitivity and concern for others' needs and feelings.
 |  |  |  |  |  |
| 1. Give personal recognition for work well done.
 |  |  |  |  |  |
| 1. highly participative manager.
 |  |  |  |  |  |
| **Political Orientation***The school principal….* | ***5*** | ***4*** | ***3*** | ***2*** | ***1*** |
| 1. Have exceptional ability to mobilize people and resources to get things done.
 |  |  |  |  |  |
| 1. Anticipate and deal adroitly with organizational conflict.
 |  |  |  |  |  |
| 1. Politically very sensitive and skillful.
 |  |  |  |  |  |
| 1. Develop alliances to build a strong base of support.
 |  |  |  |  |  |
| 1. Succeed in the face of conflict and opposition.
 |  |  |  |  |  |
| **Symbolic Orientation***The school principal….* | ***5*** | ***4*** | ***3*** | ***2*** | ***1*** |
| 1. Inspire others to do their best.
 |  |  |  |  |  |
| 1. Highly charismatic.
 |  |  |  |  |  |
| 1. Able to be an inspiration to others.
 |  |  |  |  |  |
| 1. Highly imaginative and creative.
 |  |  |  |  |  |
| 1. Communicate a strong and challenging sense of vision and mission.
 |  |  |  |  |  |

**II.** **Career Satisfaction Questionnaire**

**Direction:** Please put a check (√) mark on the column that you think most suited to your level of agreement/disagreement regarding your teacher commitment using the scale below:

 5 = Strongly Agree 2 = Disagree

 4 = Agree 1 = Strongly Disagree

 3 = Moderately Agree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Security** | ***5*** | ***4*** | ***3*** | ***2*** | ***1*** |
| 1. I am satisfied with the amount of pay for the work I do.
 |  |  |  |  |  |
| 1. There is fair chances for the teachers to be reclassified /be promoted in our school.
 |  |  |  |  |  |
| 1. I am satisfied with the benefits I receive are good as most other organizations can offer.
 |  |  |  |  |  |
| 1. My pay is as competitive for a similar jobs in other institutions.
 |  |  |  |  |  |
| 1. My pay is as reasonable as the pay of other co-workers in school.
 |  |  |  |  |  |
| 1. The institution provide fair opportunities for advancement.
 |  |  |  |  |  |
| **Work Environment** | ***5*** | ***4*** | ***3*** | ***2*** | ***1*** |
| 1. The policies and practice towards employees of the school is fair.
 |  |  |  |  |  |
| 1. There is a clear way of communication between the immediate head and the subordinate.
 |  |  |  |  |  |
| 1. I could get a feeling of accomplishment from the job.
 |  |  |  |  |  |
| 1. My immediate head takes care of the complaints of his/her subordinates.
 |  |  |  |  |  |
| 1. The pleasantness of the working conditions in my institution is felt by the employees.
 |  |  |  |  |  |
| 1. My immediate head provides help on hard problems.
 |  |  |  |  |  |
| **Responsibilities** | ***5*** | ***4*** | ***3*** | ***2*** | ***1*** |
| 1. The immediate head give chance to “rub elbows” with important people.
 |  |  |  |  |  |
| 1. I am able to do things that don’t go against my conscience.
 |  |  |  |  |  |
| 1. In my institution, I am able to do work that well suited to my abilities.
 |  |  |  |  |  |
| 1. I do things that don’t harm my other co- workers.
 |  |  |  |  |  |
| 1. I am given the freedom to use my own judgment in work.
 |  |  |  |  |  |
| 1. I can perform my tasks without the feeling I am cheating anyone.
 |  |  |  |  |  |
| **Community Attachments** | ***5*** | ***4*** | ***3*** | ***2*** | ***1*** |
| 1. The institution provide me the chance to have a definite place in the community.
 |  |  |  |  |  |
| 1. The institution provide me chance to be of some small service to other people.
 |  |  |  |  |  |
| 1. I help people’s concern in the community.
 |  |  |  |  |  |
| 1. The institution strengthen the linkages of the school in the immediate community.
 |  |  |  |  |  |
| 1. My immediate head takes care of the complaints of some parents in the community.
 |  |  |  |  |  |
| 1. The pleasantness of the school community towards external stakeholders is visible.
 |  |  |  |  |  |

**III. Nurturing Work Environment Questionnaire**

**Direction:** Please put a check (√) mark on the column that you think most suited to your level of agreement/disagreement regarding your work environment using the scale below:

 5 = Strongly Agree 2 = Disagree

 4 = Agree 1 = Strongly Disagree

 3 = Moderately Agree

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statements** | ***5*** | ***4*** | ***3*** | ***2*** | ***1*** |
| 1. School administrator support teachers' efforts to maintain discipline in the classroom.
 |  |  |  |  |  |
| 1. School administrator consistently enforce rules for student conduct.
 |  |  |  |  |  |
| 1. Policies and procedures about student conduct are clearly understood by the faculty.
 |  |  |  |  |  |
| 1. Teachers work in professional learning communities to develop and align instructional practices.
 |  |  |  |  |  |
| 1. Teachers are encouraged to try new things to improve instruction.
 |  |  |  |  |  |
| 1. Teachers have sufficient instructional time to meet the needs of all students.
 |  |  |  |  |  |
| 1. Teachers are allowed to focus on educating students with minimal interruptions.
 |  |  |  |  |  |
| 1. The faculty has an effective process for making group decisions to solve problems.
 |  |  |  |  |  |