



ABSTRACT

TITLE: The Public Schools District Supervisors' Instructional Leadership Behaviors and Their Relationship to Principals' and Teachers' Professional Satisfaction and Organizational Commitment : Basis for Instructional Training Program

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This study was undertaken to determine the Public Schools District Supervisors' Instructional Leadership Behaviors and their relationship to principals' and teachers' professional satisfaction and organizational commitment so as to craft Instructional Training Program based on the results of the study. The study made use of descriptive correlational research method and purposive sampling. It took into consideration 31 Public Schools District Supervisors, 193 principals and 296 teachers from different public schools in Cavite. The researcher made use Decena's (2014) questionnaire and analyzed the results using frequency count, weighted mean, ranking, t-test and Pearson Correlation Coefficient.

Based from the findings of the study, the Public Schools District Supervisors (PSDS) tend to rate themselves higher than how their cluster principals



rate them when it comes to Instructional Leadership Behavior. Public Schools District Supervisors (PSDS) rated themselves in the highest levels, **STRONGLY AGREE**, when it comes to Instructional Leadership Behavior whereas principals only rated them as **MODERATE** level. This tendency was consistent in all indicators of Instructional Leadership Behavior except Teacher Capacity Building. There is a significant difference between the assessment of Public Schools District Supervisors and principals when it comes to the former's instructional leadership behaviors levels.

On the other hand, the principals' and teachers' levels of professional satisfaction are generally in the **SATISFIED** level. Teachers have higher organizational commitment than their principals despite the fact that principals have higher job satisfaction than teachers. Hence, teachers are more committed but principals have better job satisfaction.

There exists a very strong and positive significant relationship between Instructional Leadership Behavior of Public School District Supervisors and Principals' and Teachers' Professional Satisfaction. But there is no significant relationship between Instructional Leadership Behavior of Public School District Supervisors and organizational commitment. Professional Satisfaction has a very strong and positive relationship with organizational commitment.

An instructional training program was proposed to improve instructional leadership behaviors of PSDS' so as to attain higher professional satisfaction and organizational commitment.