

THE MODERATING EFFECT OF ORGANIZATIONAL CULTURE ON THE RELATIONSHIP BETWEEN SCHOOL HEADS' MANAGEMENT SKILLS AND TEACHER JOB SATISFACTION

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Abstract: This study examined the moderating effect of organizational culture on the relationship between school management skills and teacher job satisfaction in DepEd Region XI, employing a quantitative non-experimental research design that utilized moderating analysis. The results indicate that the school heads' management skills and teacher job satisfaction were rated at a high level. Organizational culture was also rated at a high level, with strong aspects in change management, goal achievement, coordinated teamwork, and cultural strength. Statistical analysis confirmed a significant relationship between school head management skills and teacher job satisfaction, suggesting that effective leadership enhances teacher satisfaction. Likewise, a significant positive correlation was observed between organizational culture and teacher job satisfaction, indicating that a strong organizational culture contributes significantly to teachers' sense of fulfillment and contentment in their roles. However, organizational culture did not moderate this relationship, indicating that while both variables independently contribute to teacher job satisfaction, the direct impact of management skills remains unchanged regardless of the organizational culture. These findings underscore the need to enhance school heads' leadership development programs and strengthen school culture to improve teacher job satisfaction and overall school performance.

Keywords: DepEd Region XI, junior high school, management skills, moderating effect, organizational culture, teacher job satisfaction.

I. INTRODUCTION

Teacher job satisfaction is a critical aspect of the education system, influencing not only the well-being and morale of teachers but also the quality of education and student outcomes. Job satisfaction denotes contentment, fulfillment, and any positive feeling that people experience in their roles. It represents how closely expectations align with actual rewards and benefits (Pan, 2005; Armstrong, 2006). This also encompasses a wide range of factors, which include a sense of success, recognition, work environment, and opportunities for professional growth and development (Baxi & Atre, 2024).

The study of teacher job satisfaction is a multidimensional field, as it involves examining various factors that contribute to teachers' overall satisfaction and well-being. Research has shown that multiple factors influence teacher job satisfaction,

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including school-related variables, professional performance, teaching resources, occupational stress, fairness of rewards and recognition, growth opportunities, participation in decision-making, supervisory support, and compensation (Sumanasena et al., 2020; Sabri et al., 2011).

Numerous studies have highlighted several issues that negatively impact teacher job satisfaction. Some of these, as reported by Hee et al. (2019), include classroom conditions, state-mandated programs, new educational conditions, goals, and reforms. In the studies conducted by Papanastasiou and Zembylas (2006) and Dorozynska (2017), many teachers expressed dissatisfaction with social problems and their impact on teachers' work, students' lack of interest, lack of social support from the higher authorities, teacher evaluation, and promotion prospects.

Additionally, a study conducted by Kourmousi and Alexopoulos (2016) revealed that teachers experience high levels of stress due to their professional duties. It is reported that teachers often face high levels of stress, including the lack of time and other work-related stressors, and more emotional manifestations. Poor working conditions, including overcrowded classrooms, a lack of proper facilities and resources, and inadequate administrative support, negatively impact teacher job satisfaction (Shonje, 2016). Teachers feel dissatisfied due to a lack of opportunities for professional growth and advancement (Abu-Tineh, 2023).

Meanwhile, the relationship between the management skills of school leaders and teacher job satisfaction is an area noteworthy in the field of leadership and management. Researchers have shown that management skills significantly influence teacher job satisfaction (Arabi Makiabadi & Heydari, 2022; Sulastrri, 2021). Strong management skills create a positive work environment, provide adequate support to teachers, and foster a culture of collaboration and professional growth. Supportive leadership enables teachers to feel supported and valued, thus increasing job satisfaction and leading to higher morale and commitment to their roles. However, several issues arise when management skills are not effectively applied or prioritized. These challenges may lead to a negative impact on teacher morale, well-being, and overall job satisfaction. A study by Khalid et al. (2012) has shown that a lack of supportive leadership leads to feelings of isolation and frustration among educators. Teachers perceive a lack of appreciation for their efforts and struggle to feel valued within the organization.

Research has linked organizational culture to teacher job satisfaction (Hutabarat, 2015; Sadasa, 2013). It plays a significant role in shaping teacher job satisfaction and overall well-being within educational institutions. While a positive and supportive organizational culture enhances teacher satisfaction and motivation, other aspects of organizational culture are directed to various challenges and outcomes (Tsai, 2011). An unhealthy organizational culture characterized by gossip, conflict, or a lack of trust among staff negatively impacts teacher morale and job satisfaction (Akhtar & Nazarudin, 2020). Teachers feel stressed and disheartened by a toxic work environment. Poor communication skills within the organizational culture led to confusion, misalignment of expectations, and a lack of transparency, resulting in disconnection from the decision-making processes, impacting job satisfaction.

The existing body of literature has focused primarily on the direct relationship between organizational culture and management skills to teacher job satisfaction, whereas few studies have examined the moderation of these relationships. A significant gap in the literature exists around the moderation of the relationship between management skills and teacher job satisfaction. This present study aims to address that gap by examining the moderating effect of organizational culture on the relationship between school head management skills and teacher job satisfaction.

Based on the prevailing situation, understanding and addressing teacher job satisfaction is crucial for policymakers, school administrators, and stakeholders in the education system. By identifying the factors that impact teacher job satisfaction and taking proactive measures to address areas of concern, educational institutions can create a positive and supportive work environment for teachers. A satisfied teaching workforce is more likely to stay in the profession, which is essential for teacher retention and continuity of quality education.

Research Questions

This study aims to determine the significance of the moderating effect of organizational culture on the relationship between school head management skills and teacher job satisfaction of secondary school teachers in DepEd Region XI. Specifically, this study aims to answer the following questions:

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1. To what extent do the respondents perceive the management skills of school heads and administrators, along with their assessment of the organizational culture?
2. How satisfied are teachers in their jobs regarding the supervision provided by school heads, relationships with colleagues, working conditions, salary, responsibilities, nature of work, professional advancement, job security, and recognition?
3. Do organizational culture and school heads' management skills significantly correlate with teacher job satisfaction?
4. Is there a significant moderating effect of organizational culture on the relationship between school heads' management skills and teacher job satisfaction?

Conceptual Framework

Figure 1 presents the conceptual framework of the study. The independent variable is the management skills, which, according to Mugani (2022), refer to the competencies and abilities of a leader that enable individuals to effectively lead, communicate, problem-solve, and collaborate within an organizational setting. The dependent variable is teacher job satisfaction, which refers to the feeling of fulfillment or enjoyment that a teacher derives from the teaching profession. Moreover, the moderating variable is the organizational culture, which refers to the shared beliefs, values, norms, behaviors, and practices that shape how people think, interact, and work together (Sashkin and Rosenbach, 1990).

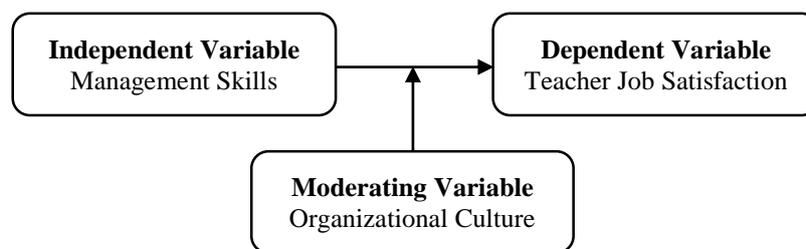


Figure 1. Conceptual Framework

The framework illustrates that school heads' management skills directly influence teacher job satisfaction, with organizational culture enhancing the impact of effective management, leading to higher teacher satisfaction, while a weak culture may diminish this effect. This interaction underscores the critical role of organizational culture in shaping the relationship between leadership and teacher job satisfaction.

II. METHODOLOGY

Research Design

This study employed a quantitative, non-experimental research design, utilizing a descriptive-correlational technique and moderating analysis. This research design involves a systematic investigation that collects numerical data without manipulating variables (Frölich et al., 2014). The descriptive design was used to describe and document the characteristics, behaviors, and phenomena of a particular group, population, or event. Its primary purpose is to provide an accurate and detailed representation of the subject under study, without attempting to manipulate or control any variables (Siedlecki, 2020).

In a correlational study, the variables are not experimentally controlled or manipulated; instead, they are associated using correlational statistics (Devi, 2020). The degree of correlation between two variables is expressed as a correlation coefficient. A positive correlation happens when it either increases or decreases at the same time. A negative correlation happens when one variable increases, the other variable decreases, and vice versa. A zero correlation indicates that no relationship exists between the variables.

Moreover, a moderating analysis was utilized to examine how the relationship between two variables changes or varies in the presence of a third variable, known as the moderator. Moderation analysis helps to understand whether the strength or direction of the relationship between the independent variable and the dependent variable differs depending on the value of the moderator variable (Baron and Kenny, 1986).

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Research Respondents and Locale of the Study

The public junior high school teachers in the identified school division offices in DepEd Region XI were the target respondents of the study. Three hundred seventy-five (375) junior high school teachers were selected through simple random sampling utilizing Cochran's Formula with a marginal error of 5%. Moreover, a stratified proportionate sampling determines the number of respondents to include in every division office. Table 1 summarizes the total number of teachers in Region XI and their sample sizes in each division.

Table 1. Distribution of the Respondents

Schools Division Offices	Population	%	Sample
Schools Division of Davao City	4231	29%	110
Schools Division of Davao De Oro	2430	17%	63
Schools Division of Davao del Norte	1435	10%	37
Schools Division of Davao del Sur	1197	8%	31
Schools Division of Davao Occidental	977	7%	26
Schools Division of Davao Oriental	1310	9%	34
Schools Division of Digos City	556	4%	15
Schools Division of the Island Garden City of Samal	390	3%	10
Schools Division of the City of Mati	502	3%	13
Schools Division of Panabo City	560	4%	15
Schools Division of Tagum City	803	6%	21
Total	14 391	100%	375

Source: PPRD DepEd Region XI, based on BEIS, as of May 31, 2023

Research Instruments

This study employed three sets of adapted survey instruments that underwent validation processes from expert evaluators. For each item in the survey questionnaire, a five-point Likert scale ranging from Very High (5) to Very Low (1) was used to determine the level of management skills, organizational culture, and teacher job satisfaction as perceived by junior high school teachers in the region.

The first set of survey questionnaires was developed by Magbojos (2012) to evaluate the management skills of school heads. The survey questionnaire comprised 40 items, representing 8 items in communication skills, 5 items in self-leadership skills, 6 items in managing tasks, 10 items in managing people, 5 items in managing interpersonal relations, and 6 items in problem-solving skills. The second set of survey questionnaires assesses organizational culture developed by Sashkin and Rosenbach (2013) to highlight the importance of organizational culture in leadership and management. The instrument consists of 24 items, representing 6 items in managing change, 6 items in achieving goals, 7 items in coordinated teamwork, and 5 items in cultural strength. Lastly, the third instrument is a questionnaire adapted from Troeger (2022) that measures teacher job satisfaction. It comprised 57 items representing 10 items in the supervision of the school head, 7 items in relationships with colleagues, 7 items in working conditions, 6 items in salary and wages, 5 items in responsibility, 6 items in nature of work, 5 items in professional advancement, 5 items in job security, and 6 items in recognition.

Data Analysis

Using the following appropriate statistical tools, the data were analyzed and interpreted accordingly. Mean and standard deviation are used to summarize the overall value of a given dataset. These were used to measure the level of organizational culture, management skills, and teacher job satisfaction. The Pearson product-moment correlation, commonly called Pearson r , was used to determine the significant relationship between management skills and teacher job satisfaction, and organizational culture and teacher job satisfaction. Moreover, hierarchical regression analysis was used to examine the moderating effect of the independent variable and dependent variable with the presence of a moderating variable (Jose,

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2013). This tool is an appropriate technique for identifying moderators, accompanied by procedures for clarifying relationships. This technique is highly suitable to use in this study since it seeks to determine the moderating effect of organizational culture on the relationship between management skills and teacher job satisfaction.

III. RESULTS AND DISCUSSION

The Extent of Management Skills Among School Heads of DepEd Region XI

Table 2 presents the mean scores for the items assessing the level of school heads’ management skills as rated by the junior high school teachers in DepEd Region XI. The overall mean is 4.10, categorized as high, and the standard deviation is 0.83. This result suggests that, on average, school heads in DepEd Region XI demonstrated high competence in key areas such as effective communication, task and people management, interpersonal relations, and problem-solving skills. The relatively low standard deviation indicates that most teachers hold similar views on the management capabilities of their school heads, though there is some variability in individual perceptions.

Table 2. The Extent of School Heads’ Management Skills of DepEd Region XI

Indicators	Standard Deviation	Mean	Descriptive Level
Communication Skills	0.82	4.14	High
Self-leadership	0.83	4.06	High
Managing the Tasks	0.81	4.14	High
Managing the People	0.82	4.14	High
Managing Interpersonal Relations	0.86	4.06	High
Problem-Solving Skills	0.86	4.05	High
Overall	0.83	4.10	High

Parameter Limits: 1.00-1.80 (Very Low) 1.81-2.60 (Low) 2.61-3.40 (Moderate) 3.41-4.20 (High) 4.21-5.00 (Very High)

The assessment of school head management skills revealed consistently high competency across key indicators, with category means ranging from 4.05 to 4.14. Communication skills, task management, and people management (4.14) all received the same mean score, indicating strong proficiency, while self-leadership and interpersonal relations (4.06) and problem-solving skills (4.05) were also rated highly.

Effective communication emerged as a cornerstone of management skills. This ability to convey information clearly and transparently fosters trust and collaboration within the school. Ahmed (2019) highlighted that open communication is critical in building positive relationships and addressing the diverse needs of teachers and stakeholders. Similarly, task management and self-leadership reflect the school heads’ capacity to prioritize, delegate, and ensure the alignment of school activities with institutional goals. Elli et al. (2022) found that task-oriented leadership enhances employee performance, ensuring clear goals, efficient execution, and improved productivity.

People management, as another vital indicator, underscores the school leader’s ability to motivate, mentor, and guide their teams. Thahir (2021) emphasizes that school heads who invest in their staff’s professional growth and foster an inclusive environment are more likely to see improved teacher performance and satisfaction. Interpersonal relations, closely tied to people management, are equally significant. Patricia (2015) argues that nurturing positive relationships within organizations promotes a sense of unity and collaboration, which is essential for achieving shared goals.

Problem-solving skills, highlighted as another key indicator, demonstrate the school leaders’ capacity to analyze complex issues and implement effective solutions. According to Holtkamp (2014), leaders who approach challenges with critical thinking and innovative strategies foster resilience and adaptability in their teams. Finally, self-leadership is crucial, as it reflects the ability of school heads to model accountability, discipline, and a strong work ethic. Ugoani (2021) emphasizes that leaders who demonstrate these qualities inspire their teams to emulate similar behaviors, enhancing organizational performance.

The Level of Organizational Culture in DepEd Region XI

Table 3 shows the results for organizational culture, encompassing change management, goal achievement, coordinated teamwork, and cultural strength. The overall mean score of 4.20 indicates a high organizational culture within the institution, suggesting that the environment is supportive, collaborative, and goal-oriented. The standard deviation of 0.68 reflects a relatively consistent perception among respondents, demonstrating shared views regarding the effectiveness of the organizational culture.

Table 3. The Level of Organizational Culture in DepEd Region XI

Indicators	Standard Deviation	Mean	Descriptive Level
Managing Change	0.69	4.20	High
Achieving Goals	0.70	4.19	High
Coordinated Teamwork	0.65	4.18	High
Cultural Strength	0.66	4.24	Very High
Overall	0.68	4.20	High

Parameter Limits: 1.00-1.80 (Very Low) 1.81-2.60 (Low) 2.61-3.40 (Moderate) 3.41-4.20 (High) 4.21-5.00 (Very High)

The assessment of organizational culture indicates a high level of effectiveness across key dimensions, with category means ranging from 4.18 to 4.24. Managing change (4.20), achieving goals (4.19), and coordinated teamwork (4.18) all reflect strong institutional adaptability, goal alignment, and collaboration. Cultural strength received the highest rating (4.24), highlighting a well-established and cohesive organizational culture.

Managing change scored highly, suggesting that DepEd Region XI is proactive and responsive to shifts in the educational landscape. This aligns with the findings of Verhulst and Lambrechts (2015), who noted that organizations that prioritize adaptability in their culture are better equipped to navigate challenges and implement reforms effectively. Similarly, the high score in goal achievement highlights the clarity of objectives and the alignment of institutional efforts, consistent with the conclusions of Jowkar (2014), who emphasized that goal-oriented cultures drive organizational effectiveness and stakeholder satisfaction.

Coordinated teamwork is another strength, reflecting the system’s collaborative spirit and shared commitment to educational goals. This finding is supported by Haider et al. (2015), who argued that teamwork and shared decision-making contribute to improved outcomes in organizations. Moreover, the strong cultural identity and sense of belonging, as reflected in the high score for cultural strength, align with the research of White et al. (2023), who emphasized that a shared culture promotes unity, motivation, and resilience in achieving organizational objectives.

The results suggest that the organizational culture in DepEd Region XI not only supports operational efficiency but also cultivates an environment conducive to professional growth, inclusivity, and innovation. This aligns with the concept of a learning organization as articulated by Lapina et al. (2015), where continuous improvement, shared learning, and adaptive strategies are central to success. Furthermore, the findings align with contemporary research on organizational culture in education, such as that of Meredith et al. (2023), who highlighted that strong, collaborative cultures significantly enhance teacher job satisfaction and institutional performance.

The Level of Job Satisfaction of Teachers in the DepEd Region XI

Table 4 presents the descriptive statistics for teacher job satisfaction. The overall mean of 4.16 indicates high job satisfaction among secondary school teachers in DepEd Region XI. This result reflects a generally positive perception of their work environment, roles, and overall teaching experience. The standard deviation of 0.84 suggests moderate response variability, indicating that while most teachers feel satisfied, there are some differences in the degree of satisfaction across respondents.

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Table 4. The Level of Job Satisfaction of Teachers in the DepEd Region XI

Indicators	Standard Deviation	Mean	Descriptive Level
Supervision of School Heads	0.93	4.04	High
Relationship with Colleagues	0.85	4.21	Very High
Working Conditions	0.84	4.14	High
Salary and Benefits	0.91	3.93	High
Responsibility	0.85	4.20	High
Nature of Work	0.86	4.25	Very High
Professional Development	0.81	4.26	Very High
Job Security	0.73	4.26	Very High
Recognition	0.77	4.19	High
Overall	0.84	4.16	High

Parameter Limits: 1.00-1.80 (Very Low) 1.81-2.60 (Low) 2.61-3.40 (Moderate) 3.41-4.20 (High) 4.21-5.00 (Very High)

The assessment of job satisfaction among teachers in DepEd Region XI indicates a generally high level of satisfaction, with the highest ratings in professional development (4.26), job security (4.26), and nature of work (4.25), reflecting teachers' appreciation for growth opportunities, stability, and meaningful work. Relationship with colleagues (4.21), responsibility (4.20), and recognition (4.19) also scored well, suggesting a positive work environment. Supervision of school heads (4.04) and working conditions (4.14) received slightly lower but still favorable ratings. However, salary and benefits (3.93) had the lowest score, indicating an area for improvement to further enhance teacher satisfaction.

The school head's supervision appeared as an important factor, with teachers reporting satisfaction with the guidance, support, and recognition provided by their leaders. This finding aligns with the study of Suchyadi (2018), who emphasized that effective leadership and constructive supervision enhance teacher morale and performance. Relationships with colleagues also scored highly, highlighting the importance of collegial support and collaboration in fostering a harmonious work environment. This is consistent with the research of Khaliq (2021), which found that strong interpersonal relationships among teachers promote job satisfaction and a sense of belonging.

Working conditions were another significant contributor, with teachers appreciating functional facilities, clear policies, and manageable workloads. These findings mirror those of Toropova (2021), who asserted that a supportive work environment improves teacher satisfaction and retention. However, while salaries and benefits were rated as high, they received comparatively lower scores, suggesting a need for improvement in financial compensation to better meet teachers' needs. This supports the observations of Granger et al. (2022), who noted that competitive salaries are a key determinant of teacher satisfaction and commitment.

The indicators, responsibility and nature of work received high and very high ratings, respectively, reflecting teachers' appreciation for their role in shaping students' futures and the creative opportunities teaching provides. This aligns with the work of Saiti and Papadopoulos (2015), who found that educators derive intrinsic satisfaction from their professional responsibilities and the intellectual challenges of their work. Professional advancement scored very high, indicating that opportunities for growth and development are well-recognized by teachers. This finding resonates with the study of Smet (2021), which highlighted the role of professional development in enhancing job and career satisfaction among educators.

Job security emerged as a strong factor, with teachers expressing confidence in the stability of their positions, contributing to a sense of financial and professional stability. Research by Akpan (2013) supports this, emphasizing the link between job security and organizational commitment. Finally, recognition was rated positively, underscoring the importance of acknowledging and celebrating teachers' contributions. This is consistent with the findings of Zeb et al. (2014), who emphasized that recognition and appreciation significantly enhance teacher satisfaction and motivation.

The Significance of the Relationship Between School Heads’ Management Skills, Organizational Culture, and Teacher Job Satisfaction in DepEd Region XI

Table 5 examines the relationship among the management skills of school heads, organizational culture, and teacher job satisfaction in DepEd Region XI. The results of the correlation analysis indicated that all variables are positively and significantly correlated with $p < 0.01$. The analysis revealed a significant positive correlation between school heads’ management skills and teacher job satisfaction ($r = 0.298, p < 0.01$). This result suggests that teachers perceive high satisfaction levels when school leaders demonstrate strong management capabilities, such as effective communication, task and people management, interpersonal relations, and problem-solving skills. Likewise, a significant positive correlation was observed between organizational culture and job satisfaction ($r = 0.365, p < 0.01$). This result suggests that a strong organizational culture, characterized by effective change management, goal achievement, coordinated teamwork, and cultural strength, significantly contributes to teachers’ sense of fulfillment and contentment in their roles.

Table 5. The Significance of the Relationship Between School Heads’ Management Skills, Organizational Culture, and Teacher Job Satisfaction in DepEd Region XI

Variables	1	2	3
Management Skills	1.000		
Organizational Culture	0.333**	1.000	
Teacher Job Satisfaction	0.298**	0.365**	1.000

** . Correlation is significant at the 0.01 level (2-tailed).

No. of cases is 375.

The relationship between school heads’ management skills and teacher job satisfaction aligns with the study of Werang and Lena (2014) and Azainil et al. (2021), who emphasized that leaders with strong management abilities enhance teachers’ morale and productivity. Similarly, Olcum and Titrek (2015) found that effective problem-solving and decision-making by school leaders directly contribute to improved teacher satisfaction. In the context of DepEd Region XI, these management competencies enable school heads to address teachers’ concerns, recognize their efforts, and provide necessary resources, thereby fostering a positive work environment.

The association between organizational culture and teacher job satisfaction is also well-supported by recent literature. Anggapradja and Wijaya (2017) highlighted that a culture characterized by inclusivity, collaboration, and innovation significantly boosts teacher motivation and commitment. This finding is corroborated by Ismail and Razak (2016), who noted that teachers in schools with strong cultural values experience higher levels of job satisfaction and are more likely to remain committed to their roles. In DepEd Region XI, the high ratings for organizational culture indicators such as coordinated teamwork and goal achievement further demonstrate the critical role of culture in shaping teacher experiences.

The Moderating Effect of School Heads’ Management Skills on the Relationship Between Organizational Culture and Teacher Job Satisfaction in DepEd Region XI

Table 6 presents the moderating effect of organizational culture on the relationship between school heads’ management skills and job satisfaction among teachers. Hierarchical regression analysis was used to examine these relationships.

In the first step of the hierarchical regression, school heads’ management skills were entered as the independent variable. The results revealed a significant positive relationship between management skills and teacher job satisfaction ($\beta = 0.298, p < 0.01$), explaining 8.9% of the variance in job satisfaction ($R^2 = 0.089$) of teachers.

In the second step, organizational culture was added as an independent predictor alongside school heads’ management skills. The regression analysis showed that school heads’ management skills ($\beta = 0.199, p < 0.01$) and organizational culture ($\beta = 0.299, p < 0.01$), significantly predicted teacher job satisfaction, explaining an additional 7.9% of the variance ($\Delta R^2 = 0.079$). The findings suggest that effective management skills and a strong organizational culture are key contributors to teacher job satisfaction.

In the third step, the interaction term between management skills and organizational culture was introduced to test for moderation. However, the interaction effect was not statistically significant ($\beta = -0.356, p > 0.05$), indicating that

organizational culture does not moderate the relationship between school heads’ management skills and teacher job satisfaction. The inclusion of the interaction term did not explain/contribute a meaningful additional variance in the model ($\Delta R^2 = 0.001$).

This study suggests that the direct relationship between management skills and job satisfaction remains consistent regardless of the prevailing organizational culture. In other words, while organizational culture significantly influences teacher satisfaction, it does not alter or strengthen the effect of school head management skills on teacher satisfaction.

Table 6. Hierarchical Regression Model Assessing the Moderating Effect of Organizational Culture on Management Skills and Teacher Job Satisfaction

Model	B	95% CI for B		Std Error	Beta	t	Sig.	R ²	ΔR^2	Sig. F Change
		LL	UL							
Step 1										
(Constant)	2.946	2.549	3.343	0.202		14.60	0.000	0.089	0.089	0.000
Mngt Skills	0.316	0.213	0.419	0.052	0.298	6.036	0.000			
Step 2										
(Constant)	1.515	0.910	2.121	0.308		4.920	0.000	0.168	0.079	0.000
Mngt Skills	0.211	0.106	0.315	0.053	0.199	3.967	0.000			
Org Culture	0.436	0.292	0.580	0.073	0.299	5.961	0.000			
Step 3										
(Constant)	-0.590	-8.349	7.170	3.946		-0.149	0.881	0.169	0.001	0.593
Mngt Skills	0.484	-0.525	1.492	0.513	0.456	0.943	0.346			
Org Culture	0.689	-0.250	1.627	0.477	0.472	1.443	0.150			
Mngt Skills x Org Culture	-0.164	-0.768	0.440	0.307	-0.356	-0.535	0.593			

- a. Predictors: (Constant), Management Skills
- b. Predictors: (Constant), Management Skills, Organizational Culture
- c. Predictors: (Constant), Management Skills, Organizational Culture, Management Skill x Organizational Culture
- d. Dependent Variable: Teacher Job Satisfaction

This result aligns with the findings of Singh (2013), who argued that strong management skills often operate independently in enhancing employee satisfaction, as these skills directly address individual needs such as clear communication, leadership support, and problem resolution. School heads’ ability to lead, delegate, and manage interpersonal relationships appears sufficient to promote job satisfaction without reliance on cultural dynamics. Similarly, Newman (2012) found that effective leadership directly impacts employee satisfaction through tangible actions, such as task organization and conflict resolution, bypassing broader cultural influences.

Moreover, the findings challenge the perspective that organizational culture always amplifies the effects of leadership. According to Kwantes and Boglarsky (2007), organizational culture’s role may be more prominent in settings where leadership is weak or inconsistent, acting as a compensatory mechanism. However, in environments with strong leadership, the direct impact of school head management skills may overshadow the moderating potential of culture.

Another explanation lies in the context of DepEd Region XI, where teachers may prioritize leadership-driven initiatives over cultural factors. Belias and Koustelios (2014) highlighted that in educational settings, particularly in the Philippines, teachers often rely more on their immediate supervisors’ leadership qualities than on abstract cultural norms when assessing job satisfaction.

IV. CONCLUSION AND RECOMMENDATIONS

This study explored the level of school heads’ management skills, teacher job satisfaction, and organizational culture in DepEd Region XI, as well as the relationships among these variables and the moderating effect of organizational culture. The findings revealed that school heads demonstrated a high level of management skills across various dimensions,

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including communication, self-leadership, task management, people management, interpersonal relations, and problem-solving, highlighting their capacity to lead effectively and foster positive school environments. Similarly, teacher job satisfaction was reported at a high level, reflecting favorable perceptions regarding supervision, working conditions, relationships with colleagues, and opportunities for professional advancement. Organizational culture was also found to be strong, characterized by adaptability, goal alignment, teamwork, and shared values, indicating a supportive and cohesive working environment.

The study established significant and positive relationships between school heads' management skills, organizational culture, and teacher job satisfaction. These findings emphasize the critical role of effective leadership and a positive organizational culture in enhancing teacher satisfaction and, by extension, improving educational outcomes. School heads' ability to manage effectively and nurture a positive school culture is vital in creating an environment where teachers feel motivated, valued, and supported.

However, the analysis revealed that organizational culture does not moderate the relationship between school heads' management skills and teacher job satisfaction. This indicates that while both management skills and organizational culture independently contribute to teacher satisfaction, the impact of school heads' management skills is not contingent upon the strength of the organizational culture. This finding underscores the direct and significant influence of management skills on teacher job satisfaction, irrespective of the cultural dynamics within the organization.

Based on the findings of the study, the following recommendations are proposed to enhance educational practices and address the identified areas of improvement:

School heads may participate in continuous professional development programs that focus on communication, problem-solving, task management, and interpersonal relations. These skills are vital for effective leadership and ensuring alignment with the evolving needs of teachers and the organization. Additionally, school heads may establish regular and open feedback mechanisms to ensure teachers' concerns are addressed inclusively and effectively.

Teachers are recommended to engage in professional development opportunities provided by the Department of Education (DepEd) to enhance their teaching effectiveness and career growth. Teachers are also encouraged to foster collaborative relationships with their colleagues, creating a supportive and unified school environment that promotes job satisfaction and teamwork.

DepEd policymakers are encouraged to invest in leadership training programs for school heads. These programs may focus on enhancing management skills to ensure effective school leadership. Furthermore, DepEd may introduce initiatives to strengthen organizational culture through team-building activities, goal-setting workshops, and cultural alignment programs to create a positive and conducive environment for teachers and learners.

Researchers highly recommend conducting longitudinal studies to explore the long-term effects of school heads' management skills and organizational culture on teacher job satisfaction. This approach will help validate this study's findings and provide deeper insights. Researchers may also investigate additional moderating factors, such as teacher demographics or school resources, to better understand the dynamics influencing teacher satisfaction and organizational effectiveness.

Community stakeholders are encouraged to support school programs and initiatives that foster a positive organizational culture and enhance teacher satisfaction. Moreover, partnerships with local government units and non-governmental organizations may be promoted to fund programs that support teacher development and well-being.

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