

PRINCIPALS' REINFORCEMENT STRATEGIES, TEACHERS' PEDAGOGICAL COMPETENCE, JOB SATISFACTION, AND QUALITY OF INSTRUCTION

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ABSTRACT

Pedagogical competence, teachers' job satisfaction, and principals' support strategies through reinforcement activities; are all considered as critical factors in determining quality of instruction; of which academic institutions rely greatly upon in improving overall performance and reputation of the school. It is a given that teacher shortage is an international problem, teacher job satisfaction merits closer attention. Not only is job satisfaction closely related to teacher retention but it also contributes to the well-being of teachers and their students, overall school cohesion and enhanced status of the teaching profession. This descriptive-correlation study aimed to determine principals' reinforcement strategies, teachers' pedagogical competencies, job satisfaction, and quality of instruction among secondary teachers of selected public schools in the first district of Laguna. A sample size of 317 out of 1,780 representing 17.81 percent of secondary public school teachers in the first district of Laguna was surveyed in this study. The study aimed at finding out the principals' reinforcement strategy, teachers' pedagogical competence, job satisfaction and quality of instruction. Further it looked into the relationships between the reinforcement strategies utilized by principals and the respondents' level of pedagogical competence, the reinforcement strategies utilized by principals and the respondents' level of job satisfaction, the reinforcement strategies utilized by principals and the respondents' level of quality of instruction, the respondents' level of pedagogical competence and level of job satisfaction, the respondents' level of pedagogical competence and level of quality of instruction and the respondents' level of job satisfaction and level of quality of instruction also it looked into variables as predictors of quality of instruction. Results showed that the principals validate the input of the faculty especially when it is beneficial to the organization; teachers make sure that they can answer questions to be asked by their students if they would like to clarify aspects of the day's lesson and commend students who take part in the activity and encourage them to keep up the good work and were satisfied with how their job provides them a secured future. The teachers also attend and respond clearly to questions asked in the class while encouraging maximum student participation. It was also found that the higher is the principals level of utilization of reinforcement strategies the higher is the teachers' level of pedagogical competence. The higher the principals' level of utilization of reinforcement strategies, the higher is the teachers' level of job satisfaction. The higher is the principals' level of utilization of reinforcement strategies, the higher is the teachers' level of quality of instruction. The higher the teacher's level of pedagogical competence, the higher is their level of job satisfaction. The

higher the teacher's level of pedagogical competence, the higher their level of quality instruction. The higher the teacher's level of job satisfaction, the higher their level of quality instruction. The higher is the principals' level of utilization of reinforcement strategies the higher is the teachers' level of pedagogical competence. The higher the principals' level of utilization of reinforcement strategies, the higher is the teachers' level of job satisfaction. The higher is the principals' level of utilization of reinforcement strategies, the higher is the teachers' level of quality of instruction. The higher the teacher's level of pedagogical competence, the higher is their level of job satisfaction. The higher the teacher's level of pedagogical competence, the higher their level of quality instruction. The higher the teacher's level of job satisfaction, the higher their level of quality instruction. Finally, pedagogical competence and job satisfaction, singly and in combination, predict quality of instruction.

Keywords: Reinforcement Strategy, Pedagogy, Quality, Job Satisfaction, Secondary Teachers, Principals.