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.

INTRODUCTION

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. Congruently, an understanding of the relationship among the teachers' concept of the teaching profession and pedagogical competence helps the teacher education institutions to design effective and operative teaching and learning background. This is with the end view of increasing mindfulness and perceptions on how potential teachers can become active partakers in creating encouraging teaching-learning atmosphere (Yango et al.2021). 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 (Toropova, 2019). This is why a growing demand for more engaging teacher-retention programs is in place among academic institutions to encourage more teachers to stay longer.

While most empirical studies covering these variables have evidenced their importance in educational management, correlating these factors in investigating their dynamics towards better academic services has been scarce. Toropova's 2019 study reverberates closer to the intent of the current study. The study aimed to investigate the relations between school working conditions and teacher characteristics on job satisfaction. "Among aspects of school working conditions, teacher workload, teacher cooperation and student discipline were most important for teacher job satisfaction". Interestingly in her manifesto of the limitations of the study, mentioned that the instrumentation that she used included only quite a few aspects of the school working environment, some of those included in the vast body of literature in the field could not be considered. Additionally, the study noted that the interplay between school environmental factors and various teacher characteristics is complex and the internal structure of the relationships needs to be explored in greater detail. With these in mind, this proposes 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.

METHODOLOGY

The descriptive-correlational research design was used in this study. Through this approach, the researcher was able to determine the most frequently employed reinforcement strategies by principals and school administrators as assessed by the respondents, the respondents' personal assessment of their pedagogical competency, job satisfaction, and quality of instruction. Using the Raosoft sample size calculator, with a 5 percent margin of error and 95% level of confidence; a sample size of 317 out of 1,780 representing 17.81 percent of secondary public school teachers in the first district of Laguna. The research used a self-made questionnaire for the purpose of collecting the needed primary data. The survey instrument was composed of a four-point, Likert-scaled statements that measured the respondents' assessment of the principals' reinforcement strategies, their personal assessment of their pedagogical competency, job satisfaction, and quality of instruction.The instrument was divided into four parts. Part 1 covered the respondents' rating of their principals' reinforcement strategies. Part 2 focused on the respondents' personal assessment of their pedagogical competency. Part 3 aimed to gather data on the respondents' level of job satisfaction and Part 4 will probe on the respondents' quality of instruction.The face validity of the survey-questionnaire was reviewed by panel of experts; one in the field of the topical inquiry, statistics, and research for their comments and suggestions. After the necessary revisions and suggestions were incorporated, the researcher distributed the instrument to the target respondents. The researcher made survey questionnaire underwent reliability test using the Cronbach's Alpha, and the results were as follows: Reinforcement strategies – 0.981, level of pedagogical competence – 0.942, level of job satisfaction – 0.968 and level of quality instruction – 0.939.

RESULTS AND DISCUSSION

1. Reinforcement Strategies Utilized by Principals

Table 1
Reinforcement Strategies Utilized by Principals as Rated by the Respondents

Indicators	Weighted Mean	Interpretation	Rank
The Principal…			
Provides regular positive feedback for quality work.	3.54	Strongly Agree	7
Provides opportunities to present work to colleagues.	3.56	Strongly Agree	4.5
Provides opportunities to voice opinions.	3.54	Strongly Agree	7
Provides opportunities for advancement.	3.56	Strongly Agree	4.5
Provides flexible work assignments.	3.60	Strongly Agree	2
Provides individualized approach to each member of the faculty.	3.50	Agree	9
Provides constructive criticism for lapses of members of the faculty.	3.47	Agree	10
Validates the input of the faculty especially when it is beneficial to the organization.	3.62	Strongly Agree	1

Creates a harmonious working environment for each member of the faculty.	3.54	Strongly Agree	7
Encourages creative ways of approaching a particular work.	3.57	Strongly Agree	3
Average Weighted Mean	3.55	Strongly Agree	

Table 1 shows the reinforcement strategies utilized by principals as rated by the respondents. As shown in the table, Indicator 1 "Validates the input of the faculty especially when it is beneficial to the organization" ranked first with a weighted mean of 3.62 which was verbally interpreted as Strongly Agree. Indicator 7 "Provides constructive criticism for lapses of members of the faculty" ranked last with a weighted mean of 3.47 which was verbally interpreted as Agree. The reinforcement strategies utilized by principals as rated by the respondents gained an average weighted mean of 3.55 which was verbally interpreted as Strongly Agree. This means that the principals validated the input of the faculty especially when it is beneficial to the organization and the work load was given with flexibility. It is found that positive reinforcement, both intrinsically and extrinsically is positively linked with the performance of employees. Positive reinforcement is highly effective in strengthening and increasing behaviors. Staffs do look for more incentives which are non-monetary in order to sustain a long term positive performance in organizations (Wei & Yazdanifard, 2015).

2. Respondents' Level of Pedagogical Competence

Table 2
Respondents' Level of Pedagogical Competence

Indicators	Weighted Mean	Interpretation	Rank
As a teacher, I…			
Present tables, graphs, and the like to clarify theories and concepts.	3.39	High	15
Share the links of online materials that I presented in class.	3.56	Very High	12.5
Use appropriate teaching aids.	3.58	Very High	9.5
Make sure that I have the mastery of the contents of the course.	3.68	Very High	4
Make sure that I can answer questions to be asked by my students if they would like to clarify aspects of the day's lesson.	3.70	Very High	1.5
Organize subject matter systematically.	3.63	Very High	7
Provide activities to move students' attention from one topic to another.	3.59	Very High	8
Commend students who take part in the activity and encourage them to keep up the good work.	3.70	Very High	1.5
Ask questions in the form of a game to prepare students for the lesson.	3.49	Very High	14
Explain instructions clearly.	3.69	Very High	3
Alternate the tone of my voice to stir up the attention of the class.	3.57	Very High	11
Use language that will make my students understand the concepts being presented.	3.67	Very High	5

Practice "scaffolding" – I provide support while a student is learning a topic.	3.56	Very High	12.5
Employ positive reinforcements of positive student attributes I observe during class.	3.65	Very High	6
Provide small, manageable amount of information to help students achieve mastery over specific pieces of information.	3.58	Very High	9.5
Average Weighted Mean	3.60	Very High	

Table 2 shows the respondents' level of pedagogical competence. As shown in the table, indicators 5 and 8 "Make sure that I can answer questions to be asked by my 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" ranked first with a weighted mean of 3.70 which was verbally interpreted as Very High. Indicator 1 "Present tables, graphs, and the like to clarify theories and concepts" ranked last with a weighted mean of 3.39 which was verbally interpreted as High. The respondents' level of pedagogical competency gained an average weighted mean of 3.60 which was verbally interpreted as Very High. This means that the respondents made 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 commended students who take part in the activity and encouraged them to keep up the good work. Noor (2018) noted that it is important for teachers to plan their lessons before they enter the classroom. A lesson plan itself is a very important tool that consists of a combination guide, resource, and historical document reflecting the teachers' teaching philosophy, student population, textbooks, and teachers' goals for their students. A lesson plan is essential for both novice and experienced teachers.

3. Respondents' Level of Job Satisfaction

Table 3
Respondents' Level of Job Satisfaction

Indicators	Weighted Mean	Interpretation	Rank
I am satisfied with…			
The way the school convey its mission and objectives clearly to the faculty.	3.56	Very High	3
The good communication between administrators and faculty.	3.47	High	14.5
The opportunities given to me to participate in series of trainings to better facilitate my job.	3.56	Very High	3
The feeling of accomplishment I get from my job.	3.53	Very High	8
The amount of work expected of me is reasonable.	3.50	High	11.5
The amount of pay for the work I do.	3.43	High	20
The chance to be reclassified and be promoted.	3.48	High	13
The way my job provides a secured future.	3.57	Very High	1
The way I get a full credit for the work I do.	3.45	High	17.5
The spirit of cooperation among my co-workers.	3.56	Very High	3
The chance to rub elbows with important people.	3.46	High	16
The freedom to use my own judgment.	3.47	High	14.5
The chance to be of some small service to other people.	3.54	Very High	6
The way my immediate superior head takes care of the complaints of some parents in the community.	3.52	Very High	9

The social position in the community that goes with my job.	3.50	High	11.5
The opportunity to do something that makes use of my ability.	3.54	Very High	6
Being able to do things that do not go against my conscience.	3.51	Very High	10
The way my efforts are rewarded the way it should be.	3.45	High	17.5
The benefits I receive are good as most other organizations can offer.	3.44	High	19
The chance to develop new and better ways to do my job.	3.54	Very High	6
Average Weighted Mean	3.50	High	

Table 3 shows the respondents' level of job satisfaction. As shown the table, indicator 8 "The way my job provides a secured future" ranked first with a weighted mean of 3.57 which was verbally interpreted as Very High. Indicator 6 "The amount of pay for the work I do" ranked last with a weighted mean of 3.43 which was also verbally interpreted as High. The respondents' level of job satisfaction gained an average weighted mean of 3.50 which was verbally interpreted as High. This means that public school teachers were satisfied with how their job provided them a secured future. Job satisfaction is one factor that will ensure class performance and productivity of schools. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. Like India, other countries in the world are trying to improve their quality of education, so that it meets the demand of globalization. Teachers would perform to maximum capacity, only if they are satisfied with their jobs. So, job satisfaction is an important phenomena in every sector especially in the teaching profession (Nigama, 2018).

4. Respondents' Level of Quality Instruction

Table 4
Respondents Level of Quality Instruction

Indicators	Weighted Mean	Interpretation	Rank
To deliver quality of instruction, I…			
Provide clear information about objectives, tutorials, contents, and assessment methods in the subject's curriculum.	3.62	Very High	5.5
Present the contents following a clear and logical framework, highlighting the important aspects.	3.60	Very High	8.5
Attend and respond clearly to questions asked in class.	3.69	Very High	1.5
Apply the established curriculum with an acceptable amount of flexibility for a better class dynamic.	3.60	Very High	8.5
Design the content and develop the course to facilitate acquisition of needed competencies.	3.55	Very High	10
Organize activities so that students can actively participate in the course assignments.	3.62	Very High	5.5
Relate the lessons/teachings to real life scenarios/environment.	3.69	Very High	1.5
Encourage maximum student participation.	3.61	Very High	7

Make sure that I use teaching materials and presentations that would implore the attention and interest of my students.	3.63	Very High	4
Provide initial and final overviews of the lesson or subject in class.	3.65	Very High	3
Average Weighted Mean	3.63	Very High	

Table 4 shows the respondents' level of quality instruction. As shown in the table, indicators 3 and 7 "Attend and respond clearly to questions asked in class" and "Encourage maximum student participation" ranked first with a weighted mean of 3.69 verbally interpreted as Very High.Indicator 5 "Design the content and develop the course to facilitate acquisition of needed competencies" ranked last with a weighted mean of 3.55 verbally interpreted as Very High. The respondents' level of quality instruction obtained an average weighted mean of 3.63 which was verbally interpreted as Very High. This means that the respondents attended and responded clearly to questions asked in the class while encouraging maximum student participation. Effective teachers are always competent in their approaches to teaching and "are able to motivate students or establish environments in which motivated students are the end result".On a broad spectrum, quality instruction embraces the soundness of all teaching and learning transactions in the classroom. It manifests itself in the use of appropriate instructional strategies to evoke enduring learning (Sogunro, 2017).

5. Relationship Between

5.1 Reinforcement Strategies Utilized by Principals and the Respondents' Level of Pedagogical Competence

Table 5
Relationship between the Reinforcement Strategies Utilized by Principals and the Respondents' Level of Pedagogical Competence

Variables	Pearson r	p value	Interpretation
Reinforcement Strategies Utilized by Principals and the Respondents' Level of Pedagogical Competence	0.624	0.000	Significant

0.01 level of significance

As shown in the table, for the relationship between the reinforcement strategies utilized by principals and the respondents' level of pedagogical competence, a Pearson r value of 0.624 was obtained. A p value of 0.000 which was lower than the 0.01 level of significance showed that there is significant relationship between the reinforcement strategies utilized by principals and the respondents' level of pedagogical competence; the more reinforcement strategies utilized by the principals, the higher the teachers' level of pedagogical competence. Kraft & Gilmour (2016) noted that principals may address teachers' lack of instructional practices such as the use of academic objectives to establish learning expectations (challenge, academic press), effective classroom management strategies (routines, order, and student behavior), and differentiated pacing of instruction based on both the content and the characteristics of students. Becoming skillful at conducting sufficient observation and providing useful feedback can pose problems for school principals. One of the reasons for this may depend on the goals of principals in evaluating classroom instruction.

5.2 Reinforcement Strategies Utilized by Principals and the Respondents' Level of Job Satisfaction

Table 6
Relationship between the Reinforcement Strategies Utilized by Principals and the Respondents' Level of Job Satisfaction

Variables	Pearson r	p value	Interpretation
Reinforcement Strategies Utilized by Principals and the Respondents' Level of Job Satisfaction	0.795	0.000	Significant

0.01 level of significance

As shown in the table, for the relationship between the reinforcement strategies utilized by principals and the respondents' level of job satisfaction, a Pearson r value of 0.795 was obtained. A p value of 0.000 which was lower than the 0.01 level of significance showed that there is significant relationship between the reinforcement strategies utilized by principals and the respondents' level of job satisfaction; the more reinforcement strategies utilized by the principals, the higher the teachers' level of job satisfaction. By constructing and initiating a goal, school leaders create an exciting emotional connection in the school and reinforce the personal and social identity of the audience with the organization, thereby enhancing collective harmony. As a result, individuals may feel increased self-efficacy, be more willing to internalize organizational goals and values as personal goals and rely more on their ability to achieve the school vision (Ozdemir, 2020).

5.3 Reinforcement Strategies Utilized by Principals and the Respondents' Level of of Quality Instruction

Table 7
Relationship between the Reinforcement Strategies Utilized by Principals and the Respondents' Level of Quality Instruction

Variables	Pearson r	p value	Interpretation
Reinforcement Strategies Utilized by Principals and the Respondents' Level of Quality Instruction	0.598	0.000	Significant

0.01 level of significance

As shown in the table, for the relationship between the reinforcement strategies utilized by principals and the respondents' level of quality instruction, a Pearson r value of 0.598 was obtained. A p value of 0.000 which was lower than the 0.01 level of significance showed that there is significant relationship between the reinforcement strategies utilized by principals and the respondents' level of quality instruction; the more reinforcement strategies utilized by the principals, the higher the teachers' level of quality instruction. As an instructional leader, the principal is expected to understand the tenets of quality instruction as well as have sufficient knowledge of the curriculum to know that appropriate content is being delivered to all students. Researchers suggested that principals must understand content areas to ensure instructional changes while they are evaluating across different subjects. They work across "subject sub-

cultures" to improve instructional practices. In a study conducted in Turkey, teachers expected evaluators would know the content that they teach (Yesil & Kis, 2015).

5.4 Respondents' Level of Pedagogical Competence and Level of Job Satisfaction

Table 8
Relationship between the Respondents' Level of Pedagogical Competence and Level of Job Satisfaction

Variables	Pearson r	p value	Interpretation
Respondents' Level of Pedagogical Competence and Level of Job Satisfaction	0.661	0.000	Significant

0.01level of significance

As shown in the table, for the relationship between the respondents' pedagogical competence and level of job satisfaction, a Pearson r value of 0.661 was obtained. A p value of 0.000 which was lower than the 0.01 level of significance showed that there is significant relationship between the respondents' pedagogical competence and level of job satisfaction; the higher the teacher's level of pedagogical competence, the higher their level of job satisfaction. Senturk (2019) points out that the teaching-learning conceptions represent the ways and methods used by teachers to organize their teaching-learning environments. The conceptions of teaching-learning are their beliefs about the educational activities they put into practice in the classroom.

5.5 Respondents' Level of Pedagogical Competence and Level of Quality Instruction

Table 9
Relationship between the Respondents' Level of Pedagogical Competence and Level of Quality Instruction

Variables	Pearson r	p value	Interpretation
Respondents' Level of Pedagogical Competence and Level of Quality Instruction	0.784	0.000	Significant

0.01 level of significance

As shown in the table, for the relationship between the respondents' pedagogical competence and level of quality instruction, a Pearson r value of 0.784 was obtained. A p value of 0.000 which was lower than the 0.01 level of significance showed that there is significant relationship between the respondents' pedagogical competence and level of quality instruction; the higher the teacher's level of pedagogical competence, the higher their level of quality instruction. Gunes (2014) stated that the teacher generally uses the traditional method of expression and the question-answer technique. On the other hand, student-centered activities are organized in a constructivist teaching-learning environment. In such an environment involving rich learning activities, the teacher is not a single and constant source of information. The teacher encourages students to search for information and access alternative sources of information. S/he encourages them when they need, and motivates them for teamwork, and appreciates their achievements and establishes two-way communication with them.

5.6 Respondents' Level of Job Satisfaction and Level of Quality Instruction
5.7

Table 10
Relationship between the Respondents' Level of Job Satisfaction and Level of Quality Instruction

Variables	Pearson r	p value	Interpretation
Respondents' Level Job Satisfaction and Level of Quality Instruction	0.698	0.000	Significant

0.01 level of significance

As shown in the table, for the relationship between the respondents' level of job satisfaction and level of quality instruction, a Pearson r value of 0.698 was obtained. A p value of 0.000 which was lower than the 0.01 level of significance showed that there is significant relationship between the respondents' level of job satisfaction and level quality instruction; the higher the teacher's level of job satisfaction, the higher their level of quality instruction. Job satisfaction is one factor that will ensure class performance and productivity of schools. The teachers would get interested to teach their students effectively when they are satisfied with their jobs. Like India, other countries in the world are trying to improve their quality of education, so that it meets the demand of globalization. Teachers would perform to maximum capacity, only if they are satisfied with their jobs. So, job satisfaction is an important phenomena in every sector especially in the teaching profession (Nigama, 2018).

CONCLUSIONS

After analyzing the significant findings, the following conclusions were drawn:

The principals validate the input of the faculty especially when it is beneficial to the organization. It also revealed that the respondents 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.The respondents were satisfied with how their job provides them a secured future.The respondents attend and respond clearly to questions asked in the class while encouraging maximum student participation. Furthermore, it also revealed that the more reinforcement strategies utilized by the principals, the higher the teachers' level of pedagogical competence. The more reinforcement strategies utilized by the principals, the higher the teachers' level of job satisfaction. The more reinforcement strategies utilized by the principals, the higher the teachers' level of quality instruction. The higher the teacher's level of pedagogical competence, the higher 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.

6. Predictors of Quality of Instruction

Table 11
Multiple Regression among Pedagogical Competence, Job Satisfaction, and Quality of Instruction

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.784[a]	.614	.613	.254
2	.819[b]	.671	.669	.235

a. Predictors: (Constant), Pedagogical Competence
b. Predictors: (Constant), Pedagogical Competence, Job Satisfaction
c. Dependent Variable: Quality of Instruction

The Analysis of Variance Table for the Multiple Regression between Pedagogical Competence and Job Satisfaction, taken Singly or in Combination of Quality of Instruction

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	32.324	1	32.324	500.979	.000[b]
	Residual	20.324	315	.065		
	Total	52.648	316			
2	Regression	35.347	2	17.674	320.765	.000[c]
	Residual	17.301	314	.055		
	Total	52.648	316			

a. Dependent Variable: Quality of Instruction
b. Predictors: (Constant), Pedagogical Competence
c. Predictors (Constant), Pedagogical Competence, Job Satisfaction

The R-Square indicates that 67.1% of the variance in quality of instruction can be predicted from the pedagogical competence and job satisfaction. Both models have accounted for a statistically significant amount of variance in quality of instruction as shown by a p-value (0.000) which is less than the 0.05 level of significance.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.734	.130		5.651	.000
	Pedagogical Competence	.802	.036	.784	22.383	.000
2	(Constant)	.528	.123		4.280	.000
	Pedagogical Competence	.586	.044	.572	13.277	.000
	Job Satisfaction	.281	.038	.319	7.408	.000

Dependent Variable: Quality of Instruction

The Sig. column shows the p-values associated with each predictor variable (pedagogical competence and job satisfaction). If a p-value is less than the 0.05 level of significance, then that predictor variable has a significant association with the outcome variable. Since the p-value (0.000) is less than 0.05, there is significant association between pedagogical competence and quality of instruction. Also, since the p-value is less than 0.05, there is significant association between job satisfaction and quality of instruction.

As disclosed in Table 11, there was a multiple correlation between pedagogical competence and job satisfaction. Values of .784 and .819 indicate high levels of prediction of the dependent variable, job satisfaction, The adjusted R squares of .614 and .671 indicate that independent variables pedagogical competence and job satisfaction explain 61.4% and 67.1% of the variability of the dependent variable quality of instruction. Further, the ANOVA table shows that the independent variables pedagogical competence and job satisfaction statistically significantly predicted the dependent variable quality of instruction with F-values of 500.979 and 320.765, respectively both with the probability value of .000 which is less than the significance level of 0.05. This means that the independent variables singly and in combination, predict quality of instruction. These resound the findings of Adegbola (2019) who noted that teachers' pedagogical competence can significantly influence students' attitude towards subjects; hence, reflecting quality of instruction that the teachers employ. Further, teachers' job satisfaction had strong, positive, and significant correlation with students' performance and the overall quality of instruction (Iqbal, 2016).

FUTURE DIRECTIONS

The following recommendations were drafted in response to the findings of the study: As to the reinforcement strategies utilized by the principals and as evidenced by the results of the study, public school principals in the First District of Laguna should provide more constructive criticism to their teachers when lapses arise. It may be beneficial to the working relationship between the principals and their teachers if criticisms are communicated in a constructive manner; from which, recommendations should be forwarded and points of improvement on the part of the teacher be

communicated in a helpful manner. There should be personnel management intervention in training school leaders on how to promote a conducive working environment where lapses on the part of the teachers are addressed appropriately and more courteously. As to the teachers' pedagogical competence, it is highly recommended that the secondary teachers in the First District of Laguna engage in trainings and seminars which develop their competence in interactive teaching which specifically focuses on light-hearted approaches into introducing new topics. The teachers should improve their competence in developing interactive teaching techniques like ice-breakers and trendy examples which could stir the interest of the students. As to the level of job satisfaction, it is highly recommended to re-assess the pay scheme of the secondary teachers of the First District of Laguna since they feel that they are paid below the amount tantamount to the load of work that they do. It is suggested that regular reassessment of the teachers' work performance be done and the appropriate recommendations for merit increases or incentives, whichever is possible, be undertaken by the school heads.

As to the quality of instruction, it is highly recommended that the secondary teachers of the First District of Laguna be given more opportunities to contribute and develop their teaching content in order to address the varied profiles of their classes. This would allow the teachers to achieve the competencies required from the students and at the same time be responsive to the unique needs of each class. For future researchers, it is recommended that they consider undertaking a research initiative on other variables which could potentially influence the secondary teachers' pedagogical competence, quality of instruction, and job satisfaction. As this study only probed on the principals' reinforcement strategies, there may be other variables which future researchers may deem to have a direct influence and effect on the overall performance of the teachers.

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