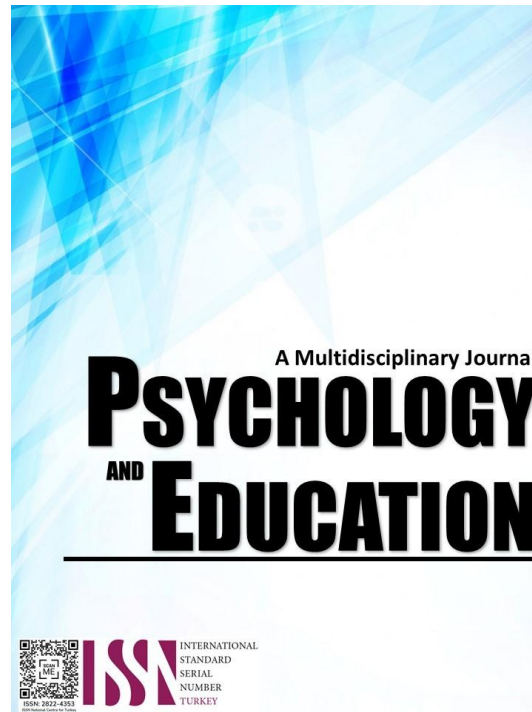


THE PRINCIPALS' LEADERSHIP STYLE AND ITS IMPACT ON THE TEACHERS' SENSE OF EFFICACY AND JOB SATISFACTION IN SELECTED SECONDARY HIGH SCHOOLS



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The Principals' Leadership Style and Its Impact on the Teachers' Sense of Efficacy and Job Satisfaction in Selected Secondary High Schools

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Abstract

The organizational structure of a company is crucial to its success. The investment and considerable human resource assistance make the institution's accomplishments successful and efficient. Also, the organization's long-term success and ability to keep producing high-quality results depend on its leaders and employees. Employing the correlational method, the main problem of this study is to assess the impact of the principals' leadership practices on the teachers' sense of efficacy and job satisfaction. The researcher used cluster random sampling in Public Secondary Schools in Santa Maria, Bulacan with 386 respondents. The study's findings revealed that the transformational leadership and transactional leadership styles were average across all six schools. Thus, the teachers' perceptions of their efficacy were strong and both the intrinsic and extrinsic job satisfaction are high. Furthermore, multiple linear regression revealed that both the principal's transformational and transactional leadership styles significantly affect the sense of efficacy and job satisfaction of the teachers. Hence, in accordance with the purpose of DM 192's "School Heads Development Program," the research advises that school leaders are urged to continue their leadership activities and potentially enhance their leadership styles by attending seminars and workshops. This would contribute to the empowerment of their teachers' well-being, hence enhancing their school performance and job satisfaction. Finally, implications and recommendations were discussed.

Keywords: *transformational leadership, transactional leadership, sense of efficacy, job satisfaction, public school, master in education management*

Introduction

Leadership plays an essential role in how the organization, through its employees, will achieve its goals. The structure of an organization is important to its success. Hence, huge investments and enough help from human resources ensure the institution's success. Crisci and Vinitwatanakhun (2017) say that a company's success depends heavily on its management and employees. Also, a company's long-term success and ability to keep producing high-quality results depend on its leadership and how happy its employees are.

Furthermore, leadership and job satisfaction are important in the Philippines' educational system so that the programs needed to reach the organization's goals can be carried out. Also, Memorandum No. 116 from the National Assembly of Education Leaders in the Philippines through the Department of Education (DepEd) says that school leaders should have stayed grounded and true to the core of their leadership position, showing dignity, integrity, and professionalism in their work to help people within the organization (Department of Education, 2018). It's a requirement that should be the starting point for school administrators and teachers to keep working to improve their relationships.

The effect of a leader's style on how teachers see their own skills is important not only for building a good work environment and leading well, but also for how well their students do in school. Zimmerman and Clearly (2006) say that self-efficacy is a complex and situation-dependent phenomenon. It has a huge effect on how people act and what they do. A person's social situation also has a big effect on their level of "fake success" (Skaalvik & Skaalvik, 2014).

Over the last 10 years, a lot of research has been done on teachers' self-efficacy, which is important because it affects their motivation to teach. Hosseingholizadeh said it was important to find and value teachers' sense of effectiveness (2017). Teachers who know what it takes to be successful in the classroom are more likely to create an environment where their students can do well. The quality of instruction affects how well students learn, and instructors are more effective when they come up with new ways to improve their own training. When teachers use a variety of methods to keep their lessons interesting and running smoothly, students feel more confident in their own ability to learn (Skaalvik & Skaalvik, 2014). Teachers who are sure of their skills see that confidence as what drives them to do well in their jobs, finish the tasks they set out to do, keep going when things get hard, work harder with their students, and find new ways to teach (Ross & Gray, 2006).

The research investigation centers on the influence of the leadership styles of principals on the degree of job satisfaction and self-efficacy perceptions of selected secondary school teachers in Santa Maria. The study's participants for the 2021-2022 academic year consist of currently selected secondary school teachers from the Catmon National High School, Fortunato F. Halili National Agricultural School, Parada National High School, Pulong Buhangin National High School, Santa Maria National High School, and Sta Cruz High School who are assigned in Santa Maria, Bulacan.

The Multifactor Leadership Questionnaire (MLQ-5x) was utilized in the study to assess the principals' leadership styles which may be divided into four categories: transformational leadership, transactional leadership, and non-transactional leadership style (Alshammari, 2014). The Minnesota Satisfaction Questionnaire (MSQ) where variables are Intrinsic Motivation and Extrinsic Motivation and Teachers' Sense of Efficacy Scale 1 (Long Form) was used to measure the teachers' job satisfaction and efficacy.

The study's goal is to investigate how the leadership styles of the principals in the District Office of the Department of Education in Santa Maria, Bulacan, affect the job satisfaction of the teachers considering the gaps that are now present. This served as the research location's pilot study. Thus, given that there is a lack of study regarding the research variables in the said study site. Findings of the study will serve as a basis for future programs of the schools. Hence, to gain knowledge about how these two important aspects could influence the provision of quality service and the wellbeing of both personnel and students in order achieve the school's objectives.

Research Questions

The main problem of this study is to assess the impact of the principals' leadership practices on the teachers' sense of efficacy and job satisfaction in the secondary schools in Sta. Maria, Bulacan. Specifically, it sought to answer the following questions:

1. What was the level of the principals' transformational leadership style as assessed by the respondents?
2. What was the level of the principals' transactional leadership style as assessed by the respondents?
3. What is the level of teachers' sense of efficacy in terms of;
 - 3.1 learner engagement,
 - 3.2 instructional strategies, and,
 - 3.3 classroom management?

4. What was the level of the teachers' job satisfaction in terms of:

- 4.1 intrinsic factors, and,
- 4.2 extrinsic factors?

5. Did the principals' leadership practices significantly affect the teachers' sense of efficacy?
6. Did the principals' leadership practices significantly affect the teachers' job satisfaction?

Methodology

This chapter presents the research methodologies and techniques, the respondents of the study, the research instruments, the data collection, the data processing, and statistical treatment used in gathering information, and the evaluation and interpretation of the purposes of the study.

Method of Research

The correlational method was employed in this study. This design was restricted to describing variables in their natural habitat (Gravetter et al., 2013). The data structure is also specified, examined, recorded, and understood. In this study, a correlation design was employed to illustrate how the variables were associated.

The descriptive correlation research technique was suitable since the study examined how principals' leadership styles influenced teachers' effectiveness and work happiness. The data was gathered using standardized questionnaires. Document analysis, which served as a secondary source for the study endeavor, ensured that all data was appropriately addressed. During data collection, the researcher used questionnaires to collect and evaluate pertinent statistics.

Population, Sample Size, and Sampling Technique

The researcher used cluster random sampling among the population of 691 Secondary High School teachers in Public Secondary Schools in Santa Maria, Bulacan. At least 386 respondents in the following proportions were asked to participate in the survey that follows. Assuming a loss rate of 5% (refusal to participate or withdrawal from the research), the researcher must satisfy the minimum number of randomly selected participants in each participating Secondary Schools. Mainly, this research utilized the secondary high

school teachers at the secondary school in Santa Maria, Bulacan.

Respondents of the Study

This study responded to the secondary school teachers at the secondary schools who are currently employed and designated at Sta. Maria, Bulacan for the school year 2021-2022. This includes six (6) secondary public schools in Sta. Maria, Bulacan, specifically: Parada National High School, Pulong Buhangin National High School, Santa Maria National High School, Catmon National High School, FF Halili National Agricultural School, and Sta Cruz High School.

Table 1. *Respondents of the Study*

<i>Secondary School with Senior High Schools in Santa Maria Bulacan</i>	<i>Teachers</i>	<i>Respondents Target Sample Size (Teachers)</i>	<i>Pilot</i>	<i>Actual</i>
Catmon National High School (CN)	87	50	4	50
FFHNAS-Main Guyong (FF)	113	65	5	65
Parada National High School (PN)	125	71	6	71
Pulong Buhangin National High School (PB)	211	121	9	121
Santa Maria National High School (SM)	116	66	5	67
Sta Cruz High School (SC)	21	12	1	12
Total	673	385	30	386

Research Instruments

First, the researcher indicated the research topic, purpose, confidentiality, voluntary participation and withdrawal, potential risks and discomforts, potential benefits, consent, and note to inform the respondents about the study, give assurance on the data privacy and how the data that they provided will be purposely used. The participants only answered the survey once to ensure the recorded responses were not duplicated.

Second, some demographic profiles were asked to indicate such as name, age, gender, civil status, tenure, and position level. This gave the researcher good data about the participants for analysis.

Lastly, the study utilized three primary instruments to determine the respondents' leadership, self-efficacy, and job satisfaction.

Multifactor Leadership Questionnaire

The Multifactor Leadership Questionnaire (MLQ) by Avolio and Bass (1997) is a tool used to assess a wide range of leadership attributes, which may be divided into four categories: transformational leadership, transactional leadership, and non-transactional leadership style (Alshammari, 2014). This includes 45 Likert-type items and eight leadership components, including three (3) transactional leadership dimensions and five (5) transformational leadership dimensions. The total number of points for each claim is obtained by assigning a point value between 1 and 5 to the number of difficulties associated with that assertion. These point values are determined by the participant's account selection, which ranges from never (1) to routinely, if not always (5). It has a Cronbach's alpha of 0.86 in terms of internal dependability. Crisci and Vinitwatanakhun (2017) The procedures are applied, and the results are fully comprehended (Tus, 2022).

Minnesota Satisfaction Questionnaire

Minnesota Satisfaction Questionnaire by Weiss et al. (1967) is a five-point Likert-type scale with twenty items reflecting twenty various areas of work, and respondents are asked to identify their degree of satisfaction on a scale ranging from "very dissatisfied" to "very satisfied." The MSQ variables are Intrinsic Motivation and Extrinsic Motivation. It has a reliable range of 0.77 to 0.92 (Crisci & Vinitwatanakhun, 2017). Tus et al. (2022).

Teachers' Sense of Efficacy Scale

Megan Tschannen-Moran and Mary Anita Woolfolk Hoy's Teachers' Sense of Effectiveness Scale 1 (Long Form) was used to evaluate teachers' sense of efficacy, it really comprises of three independent indicators. The purpose of these twenty-four questions was to elicit comments from instructors about their perceptions of their efficacy in terms of student engagement, instructional tactics, and classroom management. The instrument is dependable, as indicated by its Cronbach's alpha value of 0.89.

Factor	Description	Questions	Cronbach's α	Interpretation
Job Satisfaction	Intrinsic	JS1 - JS12	0.8705	Reliable
Job Satisfaction	Extrinsic	JS13 - JS20	0.8903	Reliable
Sense of Efficacy	Learner Engagement	SE1 - SE8	0.9751	Reliable
Sense of Efficacy	Instructional Strategies	SE9 - SE16	0.9726	Reliable
Sense of Efficacy	Classroom Management	SE17 - SE24	0.9670	Reliable
Leadership Style	Transformational	PLS 2, 8-10, 13-15, 18-19, 21, 23, 25-26, 29-32, 34, 36	0.7749	Reliable
Leadership Style	Transactional	PLS 1, 3-4, 11-12, 16-17, 20, 22, 24, 27, 35	0.7199	Reliable

Data-Gathering Procedure

This study investigated how secondary school administrators' leadership styles in Santa Maria, Bulacan, influenced teachers' job satisfaction. The following strategies were used to get these findings.

The researcher composed and filed a letter to the District Office of Bulacan to seek clearance for the study. Following approval, a letter asking for authorization was addressed to the administrators of the secondary schools in Santa Maria, Bulacan. Prior to the evaluation, rapport was extensively created to gauge respondents' interest in the activity. The objective was to achieve a successful and dependable outcome. Responders were in a tranquil setting.

The researcher also provided participants with research tools. There was plenty of time to complete the surveys. The survey data were processed and tallied as soon as possible. Data was used to support the presentation, analysis, and interpretation of the findings.

Results and Discussion

This chapter looks at the quantitative descriptive analysis of data outcomes. This study looks at how secondary school administrators' leadership styles in Sta. Maria, Bulacan, impact teachers' views of job satisfaction and efficacy. Multiple regression was utilized to determine if the principal's leadership style had a significant effect on teachers' perceptions of efficacy and job satisfaction.

Principal's Transformational and Transactional Leadership Style Overall Assessment

Table 3. *Principal's Transformational Leadership Style - Overall Assessment*

SCHOOL	Count	Mean	SD
CN	50	3.09	0.43
FF	65	2.95	0.73
PB	121	3.01	0.49
PN	71	2.99	0.57
SC	12	3.23	0.58
SM	67	3.13	0.69
Overall	386	3.03	0.58

Table 3 shows the overall assessment of the principal's transformative leadership style. As can be seen, the mean transformational leadership score across all six schools such as CN (3.09), FF (2.95), PB (3.01), PN (2.99), SC (3.23), and SM (3.13) with the total score of 3.03, which is deemed average. This demonstrates that leaders may persuade followers to adjust their aims, attitudes, and expectations to achieve common objectives. Leaders that push their people to innovate while also questioning the existing quo. The principal also encourages kids to think beyond the box when it comes to problem solving and educational possibilities. Followers may freely offer ideas when communication lines are open, and transformational leaders can immediately discover each follower's unique contributions. This promotes the formation of supportive partnerships. They also inspire their followers to pursue these objectives with the same fervor and persistence.

According to Kars and Inandi (2018), a school administrator with a brilliant transformational leadership style also helps the success of the business. Similarly, Balyer (2014) says that transformational leadership styles of administrators can boost teacher job satisfaction and overall school performance. According to DepEd Memorandum No. 192 s. 2016, also known as the "Principals Development Program: Foundation Course," the leadership qualities of having good communication skills, information, media, and technology skills, life and career skills, and innovative skills are deliberately emphasized in the delivery of their leadership approach to enhance their capacity as a principal in handling their responsibilities in their respective schools.

According to Ekmeci et al. (2021), passive-avoidant

leadership behaviors may act as distal predictors of regulatory and emotional engagement via sensed stress. by being submissive and claiming to be unconscious of their desires Although providing employees with guidance and structure to help them execute their obligations is an important part of leadership, many, if not all, leaders fail to do so. This insight prompted scholars to concentrate on the hallmarks of bad leadership. According to the study, managers that demonstrate transformational leadership traits have an influence on their employees' feelings of pressure and stress, resulting in a positive and traditional loyalty to their organizations.

Grill (2018) relies on context-specific reports of frequent interactions between leaders and employees, as well as instances of active-avoidant and transformational leadership strategies. As part of a mixed-methods approach, the researchers blended systematic observations of building site managers with survey questions from construction employees. In diverse circumstances, the study gives examples of passive-avoidant and transformational leadership postures. According to the findings, a considerable part of observed transformational leadership reliably predicts greater building site safety. Several empirical investigations on passive/avoidant leaderships pointed to hazardous construction locations.

Moreover, considering the average score of the transformational leadership style with 3.03. It can also be gleaned on Table 4 that the average score of the transactional leadership style dimension is 3.10. Hence, both are deemed average level. Hence, it indicates that the respondents' perceived that they are doing their leadership skills and capabilities fair and square among all the aspects of their work.

Table 4 shows how respondents rated the principal's transactional leadership style overall.

Table 4. *Principal's Transactional Leadership Style - Overall Assessment*

SCHOOL	Count	Mean	SD
CN	50	3.05	0.44
FF	65	3.13	0.56
PB	121	3.05	0.48
PN	71	3.13	0.57
SC	12	3.17	0.51
SM	67	3.18	0.62
Overall	179	3.10	0.53

According to Table 4, the principal's transactional leadership style in the six different schools such as CN (3.05), FF (3.13), PB (3.05), PN (3.13), SC (3.17) and SM (3.18) had an overall mean score of 3.10, which is deemed average. This indicates that the leaders have a tolerable capacity to maintain workplace order by demanding compliance from subordinates using a combination of constructive criticism and severe punishments.

Furthermore, the principal and his teachers get along well since he offers his instructors appropriate rewards based on their achievement. They also give clear advice and monitoring to ensure that the school's aim is met. These findings are consistent with those of Yanfei et al. (2018), Arnold (2017), and Hildenbrand, Sacramento, and Binnewies (2018), who found that transactional leadership is critical for the principal in maintaining higher influence and maximizing effect as a leader. The findings on respondents' transactional leadership style illustrate how it influences people's drive to provide great service despite the obstacles of their work. The more adeptly administrators can manage their schools to fulfill their objectives, the greater their transactional leadership qualities. The presented table is quite like the statement issued by Young et al. in 2021 in that it describes and reiterates what is expected of workers and prohibits them from straying from the terms of the agreement. Furthermore, it fosters employee compliance by implementing a system of severe incentives and penalties. Furthermore, the transactional leadership style assumes that employees would participate with disciplinary procedures to receive resources, recognition, and rewards (Udin et al., 2021). The chart shows that respondents had an average level of transactional leadership.

Level of Sense of Efficacy

Self-efficacy influences students' motivation and achievement and is a potent predictor of instructors' behavior. It is a major factor of satisfaction, student success, teacher effectiveness, task effort, and motivation (Klassen and Tze, 2014). Thus, "Tschannen-Moran Model of Teacher Efficacy." Three indicators are included: student engagement, instructional strategies, and classroom management. When instructors feel more successful, these three indicators are typically present.

Table 5 shows the overall assessment of respondents' feelings of efficacy in terms of learner participation.

Table 5. *Level of Sense of Efficacy of Respondents in terms of Learner Engagement - Overall Assessment*

SCHOOL	Count	Mean	SD
CN	50	7.15	1.21
FF	65	7.09	1.36
PB	121	7.47	1.28
PN	71	7.51	1.10
SC	12	7.76	0.89
SM	67	7.09	1.08
Overall	179	7.32	1.22

The mean value of 7.32 in Table 5 indicates that teachers' perceptions of their efficacy in terms of student participation were strong, this is represented by CN (7.15) with 56% above average, FF (7.09) with 56.92%, PB (7.47) with 63.64%, PN (7.51) with 67.61%, SC (7.76) with 43.28% and SM (7.09) with 58.81%. This shows how teachers ensure that even the most difficult students are engaged, foster critical thinking in their students, manage disruptive behavior in the classroom, pique the interest of students who appear disinterested in their work, be clear about their expectations for student behavior, persuade students that they are capable of doing well on their assignments, respond to challenging inquiries from students, and create routines to ensure that activities run smoothly.

Certain studies have examined the positive relationship between instructors and student involvement. According to the research, teachers' behaviors and views can influence student participation. According to Fredricks (2014), learner participation entails highlighting the need of cooperation to achieve educational goals. Communication and the exchange of experiences increase self-esteem, provide a learner-centered environment in the classroom, and promote student involvement. A positive teacher-learner relationship is an important factor in boosting learner engagement. According to Perry and Steck (2015), experiences with mastery and individually chosen academic goals influence learner engagement. Higher levels of engagement correlate well with learning objectives.

Table 6 shows the overall evaluation of respondents' perceptions of efficacy in terms of teaching approaches.

Table 6. *Level of Sense of Efficacy of Respondents in terms of Instructional Strategies - Overall Assessment*

SCHOOL	Count	Mean	SD
CN	50	7.29	1.31
FF	65	7.27	1.33
PB	121	7.68	1.25
PN	71	7.58	1.17
SC	12	7.97	0.71
SM	67	7.22	1.19
Overall	179	7.47	1.24

The data in Table 6 under teachers' sense of efficacy in terms of instructional strategies were high, as demonstrated by the mean value of 7.47 from the scores of CN (7.29) with 64%, FF (7.27) with 60%, PB (7.68) with 66.12%, PN (7.58) with 66.12%, SC (7.97) with 66.67% and SM (7.22) with 44.78%, demonstrating that teachers make certain to help students value learning, gauge student understanding of what you have taught, craft good questions for the students, foster student creativity, get kids to follow classroom rules, improve understanding of a failing student, and calm a disruptive or noisy student.

The belief in one's own skills influences how teachers behave in the classroom. Bandura (1997) emphasizes the impact of ideas on people's behavior. As a result, it is believed that teachers' sense of efficacy influences their classroom teaching strategies (Caprara et al., 2006). Numerous studies assessed teachers' instructional techniques and their many components, such as class preparation, question development, teaching difficult topics, and learner assessment. Some research suggests that teaching approaches and teachers' evaluations of their own efficacy are linked. According to Al-Alwan and Mahasneh (2014), instructors with high efficacy levels are more motivated to attempt new things, eager to use new methods to fulfill the needs of their pupils, and better at supporting the learning of slow learners. High efficacy teachers excel at administration, organization, and planning, which influences how well they employ instructional strategies.

Table 7. *Level of Sense of Efficacy of Respondents in terms of Classroom Management - Overall Assessment*

SCHOOL	Count	Mean	SD
CN	50	7.25	1.33
FF	65	7.17	1.12
PB	121	7.43	1.21
PN	71	7.43	1.15
SC	12	7.86	0.82
SM	67	7.22	1.15
Overall	179	7.34	1.18

The mean value of 7.34 from CN (7.25) with 54.00%, FF (7.17) with 53.85%, PB (7.43) with 62.81%, PN (7.43) with 63.38%, SC (7.86) with 66.67% and SM (7.22) with 50.75% in Table 7 indicates that teachers ensure that they adjust the lessons to the appropriate level for each student, employ a range of evaluation techniques, stop a few disruptive students from destroying an entire course, provide students an alternate explanation when they are unclear, and deal with stubborn kids, and assist families in the classroom.

According to Jepson and Forrest (2006), a teacher must be able to control rebellious children. A teacher's lack of this capacity can result in missed teaching time, increased stress for the instructor, and teacher burnout. If the classroom is badly managed, a teacher cannot be positive that the children are learning. According to Allen (2010), one factor contributing to the growth in bullying and violence in schools is a lack of effective classroom management. Non-instructional interpersonal interactions that occur in a learning situation are referred to as classroom management. As a result, a relationship may form in which a teacher respects pupils and administers the classroom effectively. Teachers' performance is determined by their feeling of efficacy, which also influences their ability to control the classroom and achieve desired outcomes (Poulou, 2007).

Level of Job Satisfaction

As shown in Table 8, the CN (3.89) with 40.00%, FF (3.94) with 56.92%, PB (4.05) with 65.29%, PN (3.99) with 59.15%, SC (4.18) with 75.00% and SM (4.03) with 59.33% respondents' mean scores, which varied from 3.10 to 4.18, were rated high. According to the table, most workers are motivated if they have the option to work on something that allows them to apply their abilities. Internal rewards have a considerable influence on employee motivation, according to this study. According to the study by Shkoler et al. (2020), intrinsic motivation is a sort of motivation in which

personality characteristics, hobbies, and even workplace fit impact motivation, resulting in a variety of outcomes and behaviors such as satisfaction and organizational citizenship acts. The table summarizes these findings.

Table 8. *Level of Job Satisfaction in terms of Intrinsic - Overall Assessment*

SCHOOL	Count	Mean	SD
CN	50	3.89	0.52
FF	65	3.94	0.52
PB	121	4.05	0.45
PN	71	3.99	0.48
SC	12	4.18	0.49
SM	67	4.03	0.43
Overall	179	3.99	0.48

Employees are excited, experience a sense of accomplishment, and are pleased with both the process and the results of their work. According to Snelgar (2017), the data demonstrated preferences for intrinsic motivation elements across the board, with South African respondents having greater levels of intrinsic motivation than German respondents. Individuals' levels of intrinsic desire were not significantly impacted by their demographic features. The ratings in Table 5 range from 3.10 to 4.18, indicating that internal awards are an effective employee motivator.

The mean scores from the CN (3.80) with 52.00%, FF (3.90) with 58.46%, PB (3.99) with 61.98%, PN (4.01) with 64.79%, SC (4.02) with 66.67% and SM (3.97) with 61.19% which varied from 3.80 to 4.02, are indicated as high in Table 9 above. According to the findings, most employees are more motivated when their coworkers get along, and they are also motivated by their pay and the amount of effort they put in. This implies that external rewards have a powerful motivational influence on employees. Extrinsic motivation occurs when something has an external impact on its persistence. Individual in any externally created scenario or person touched by many external variables (Jones, 2008, as cited in Byemerwa, 2019).

Table 9. Level of Job Satisfaction in terms of Extrinsic - Overall Assessment

SCHOOL	Count	Mean	SD
CN	50	3.80	0.63
FF	65	3.90	0.57
PB	121	3.99	0.51
PN	71	4.01	0.54
SC	12	4.02	0.59
SM	67	3.97	0.39
Overall	179	3.95	0.53

Because external influences influence employee motivation in all firms that employ people in a range of settings, it is seen as a viable approach to assure it (Murphy, 2009, as cited in Byemerwa, 2019). According to Byemerwa's (2019) research, Amana hospital has extrinsic driving variables that influence medical personnel performance. Extrinsic motivation, according to Makki (2017), positively correlates with employee task performance and has an influence on employee task performance.

Furthermore, research suggests that rewards from outside sources are an effective staff motivator. According to Nabi (2017), an open office system has a positive influence and promotes a collaborative work environment with a focus on consulting. Free connection among employees generates cohesion and a healthy work atmosphere since everyone can work together and no one is left to work alone. Fostering relationships with peers and superiors is supposed to motivate employees to stay with the organization.

Significant Factors that Predict the Overall Sense of Efficacy of the Public SHS Teacher

Table 10. Multiple Linear Regression: Significant Factors that Predict the Overall Sense of Efficacy of the Public SHS Teachers in Sta. Maria, Bulacan Multiple Regression Coefficient Analysis

Independent Variables	Regression Coefficient	Std. Error	t-statistic	p-value	Decision	Remarks
Constant	6.5407	0.2333	28.0375	<0.001	Reject Ho	Significant
Principal's Transformational Leadership	0.5555	0.1105	5.0277	<0.001	Reject Ho	Significant
Principal's Transactional Leadership	-0.2608	0.0920	-2.8338	0.005	Reject Ho	Significant

It was hypothesized in this study that administrators' leadership styles had no substantial influence on teachers' perceptions of effectiveness. Table 10 summarizes the data to illustrate how principal

leadership ideologies influenced teachers' opinions of their own efficacy.

The transformational (PTFO) and transactional (PTSO) leadership scores of the principal have a substantial effect on the teachers' overall feeling of efficacy ratings (both with p-value less than 0.001). A point rise in the PTFO score, on the other hand, indicates a 0.5555 increase in the teacher's overall self-efficacy rating, whilst a point increase in the PTSO indicates a 0.2608 decrease in the teacher's overall work sense of effectiveness rating. The regression model established (eq. 1) is statistically significant ($F=13.3642$, $p=0.001$) in determining the instructor's overall sense of efficacy rating based on the teacher's assessment of the principal's transformational and transactional leadership styles. Even though the components only explain 26.25 percent of the variation in overall job happiness, the regression model's low adjusted R^2 of 0.2625 suggests that it may not be particularly effective in predicting total job satisfaction. This might be because the regression equation failed to account for certain possible causes.

Strong leadership, according to Shoulders and Krei (2015), may contribute to successful learners and effective educators. Teachers may use indicators such as student engagement, teaching strategies, and classroom management to develop and heighten a sense of effectiveness that can be used to justify instructing and reflecting with the correct leadership (Al-Alwan & Mahasneh, 2014). The management style of the principle has a tremendous influence on teachers who wish to attain academic achievement (Dinham, 2005). Akan (2013) discovered a moderately significant relationship between instructors' opinions of their own efficacy and their administrators' leadership approaches. It was also observed that transformational, transactional, and laissez-faire techniques might predict teachers' perceptions of efficacy.

According to Yassin and Abdulkadir's (2015) research, the three leadership philosophies improve teachers' evaluations of their own efficacy substantially. It was revealed that a laissez-faire leadership style offered instructors a sense of efficacy since teachers appreciate leaders who allow them to make their own judgments and finish the work.

Table 11 summarizes the data to indicate the extent to which principal leadership styles affect teachers' job satisfaction.

Table 11. *Multiple Linear Regression: Significant Factors that Predict the Overall Job Satisfaction of the Public SHS Teachers in Sta. Maria, Bulacan Multiple Regression Coefficient Analysis*

Independent Variables	Regression Coefficient	Std. Error	t-statistic	p-value	Decision	Remarks
Constant	3.5742	0.1180	30.2842	<0.001	Reject Ho	Significant
Principal's Transformational Leadership	0.2877	0.0559	5.1459	<0.001	Reject Ho	Significant
Principal's Transactional Leadership	-0.1608	0.0466	-0.2595	<0.001	Reject Ho	Significant

Based on the outcomes, Teachers' total job satisfaction is highly impacted by the principal's transformational (PTFO) and transactional (PTSO) leadership scores (both with p-value less than 0.001). A point rise in the PTFO score, on the other hand, indicates a 0.2817 increase in the teacher's overall job satisfaction rating, but a point increase in the PTSO indicates a 0.1608 decrease in that rating. Given the teacher's opinion of the principal's transformational and transactional leadership styles, the regression model developed (eq. 1) is statistically significant ($F=13.3307$, $p=0.001$) in determining the teacher's overall job satisfaction. Nonetheless, the regression model's low adjusted R^2 suggests that it may not be particularly successful at predicting total work satisfaction. This might be because the regression equation failed to account for certain possible causes.

In general, the leadership ideologies of school administrators have a significant influence on how satisfied teachers are with their careers. According to the research by Kouni, Koutsoukos, and Panta (2018), leadership generates fulfillment since it is associated with a high level of motivation at work, addressing the needs of teachers for success, self-actualization, autonomy, and acknowledgement. They concluded that there is a relationship between school leaders' leadership styles and job satisfaction.

Conclusion

Two viewpoints are used to examine the results. The first viewpoint looked at the findings from a broad perspective, asking how they connect to earlier research in the subject and how they may be broadly applied to a larger field of study. The second viewpoint entails a detailed interpretation of the outcomes to comprehend their significance in relation to what was anticipated and any probable causes of the actual outcomes.

The level of the principal's transformative leadership

was moderate. This indicates that leaders may influence followers to change their goals, attitudes, and expectations to accomplish common goals. Leaders that encourage innovation among their followers while simultaneously challenging the status quo. The principal also encourages students to explore creative methods for problem-solving and educational opportunities.

The level of the principal's transactional leadership style was moderate. This clarifies how the principal's good rapport with his teachers is a result of his providing a suitable reward based on their output. They also provide explicit guidance and supervision for accomplishing the school's goal.

The teachers' sense of efficacy across all domains reached a high level, indicating that they are successful in reaching even the most challenging students, fostering critical thinking in students, managing disruptive behavior in the classroom, inspiring students who show little interest in their studies, setting clear expectations for student behavior, inspiring students to believe they can succeed in their studies.

Teachers reported high levels of job satisfaction in both the extrinsic and intrinsic domains, which implies that most employees are driven by their coworkers' interpersonal relationships as well as by their compensation and the volume of work they complete. This suggests that both internal and external rewards have a significant impact on employee motivation.

The total perception of effectiveness of the teachers is substantially impacted by the leadership styles of transformation and transaction. This suggests that a teacher's perception of effectiveness may be increased through leadership style, which improves instructional tactics, learner engagement, and classroom management.

Transformational and transactional leadership styles have a substantial impact on teachers' overall job satisfaction. This suggests that leadership is related to a high degree of motivation at work, which corresponds to the teacher's demands for recognition, accomplishment, acceptance of responsibility, autonomy, and self-actualization, and hence provides satisfaction.

Many recommendations are offered in four separate categories based on the study's findings.

In accordance with the purpose of DM 192's "School Heads Development Program," the research advises

that school leaders are urged to continue their leadership activities and potentially enhance their leadership styles by attending seminars and workshops. This would contribute to the empowerment of their teachers' well-being, hence enhancing their school performance and job satisfaction.

Principals should maintain at the very minimum satisfactory ratings of the leadership styles. Ensure the improvement in leadership styles to have higher ratings for the next assessment.

Principals are challenged to further develop their innovative leadership skills since it was found to significantly influence teachers' sense of efficacy.

Teachers should be encouraged to recognize their role and contribution to the lives of their students.

Furthermore, based on the findings it is suggested to craft a new model or design that can be used for conceptual framework. Specifically, addressing how the independent variable of the study (e.g., leadership style) affects the dependent variables of the study (e.g., self-efficacy and job satisfaction).

Future researchers are also advised to undertake a study comparing the leadership styles of school administrators with other elements that will improve the job happiness and performance of school staff. Do qualitative research and elementary-level studies that are related to it.

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