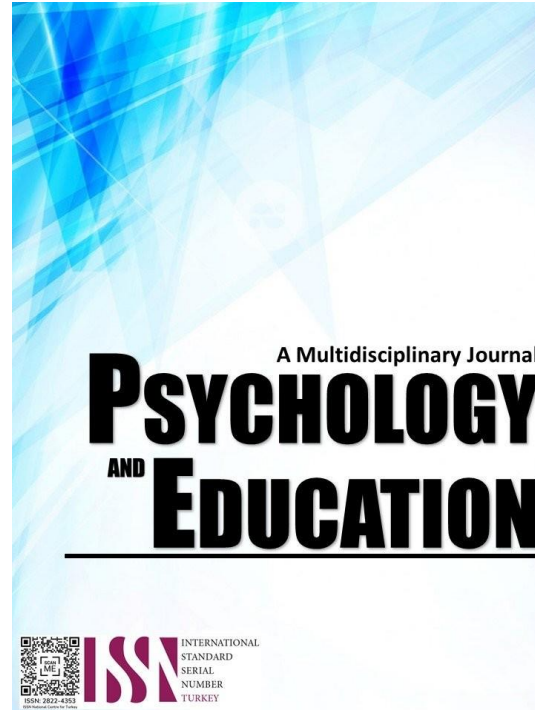


PERCEIVED LEADERSHIP BEHAVIOR AMONG SCHOOL HEADS AND THEIR CONTRIBUTION TO TEACHERS' JOB SATISFACTION



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Perceived Leadership Behavior among School Heads and their Contribution to Teachers' Job Satisfaction

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Abstract

The study aimed to determine the relationship between school heads' perceived leadership behaviors and teacher's job satisfaction at Pantao Ragat District Schools, Division of Lanao del Norte, School Year 2023-2024. The research employed a descriptive-correlational research design. Statistical measures such as frequency, percentage, mean, standard deviation, Pearson correlation, Point-biserial correlation, and regression analysis were employed. The study findings highlighted the key demographic and professional characteristics of the 102 respondents. Most of the participants were aged 36-40, female, and were married and college graduates. Teacher I was the predominant designation and a significant proportion of educators had 11-20 years of service. The respondents' perceptions of leadership behaviors, including transformational, transactional, and situational styles, yielded positive results. Also, respondents strongly endorsed transformational leadership, followed by transactional and situational styles. The correlation analysis between leadership behaviors and teachers' job satisfaction revealed significant positive correlations. These results highlighted the crucial role of leadership in shaping teachers' satisfaction levels. The correlation analysis between respondents' profile characteristics and their perception of leadership behaviors revealed notable associations. Civil status and educational attainment significantly correlated with the perception of leadership behaviors. The multiple regression analysis showed that transformational and situational leadership positively influenced teachers' job satisfaction, while transactional leadership did not. These findings emphasized the significance of leadership behaviors and profile factors in shaping teachers' job satisfaction. The action plan as output responded to the study's findings on key factors impacting teacher job satisfaction: leadership behaviors, sex, balance, teaching roles, and tenure.

Keywords: *leadership behavior, transformational, transactional, and situational styles*

Introduction

In the dynamic landscape of education, the role of school heads as leaders has never been more critical. Effective school leadership significantly influences the overall learning environment, teacher performance, and, consequently, student outcomes. One of the pivotal factors shaping this leadership efficacy is the array of behaviors exhibited by school heads. The manner in which school heads interact with their teaching staff, make decisions, and foster a positive school culture can profoundly impact teachers' job satisfaction. Teacher job satisfaction, in turn, directly affects their motivation, commitment, and effectiveness in the classroom, ultimately shaping the quality of education students receive (Tansiongo & Ibarra, 2020).

With leadership behaviors being a research topic in the field of school administration, many scholars studied the effects of leadership styles on the school staff. Understanding the leadership behaviors among school heads and their influence on teacher job satisfaction is crucial for enhancing the overall educational environment. School leaders play a pivotal role in shaping the school culture, fostering a positive work atmosphere, and supporting teachers' professional growth. Research in this area can shed light on effective leadership strategies, which, in turn, can contribute significantly to teacher job satisfaction and, subsequently, students' academic performance (Jimenez, 2021).

Teachers' job satisfaction is intricately linked to the leadership style and behaviors of their school heads. When school leaders demonstrate supportive, transformational, and empowering leadership behaviors, teachers are more likely to feel valued, motivated, and engaged in their work. Conversely, negative leadership behaviors, such as micromanagement or lack of support, can lead to dissatisfaction, burnout, and a decline in teacher morale (Cansoy, 2019).

Understanding the nuances of leadership behaviors among school heads and their intricate connection with teacher job satisfaction is not merely an academic pursuit. It is a fundamental exploration that has far-reaching implications for the educational sector. Effective leadership behaviors, such as transformational leadership, supportive communication, and empathetic understanding, have been shown to inspire and engage teaching staff. On the contrary, autocratic or unsupportive leadership styles can lead to dissatisfaction, stress, and attrition among teachers. Therefore, delving into the relationship between these leadership behaviors and teacher job satisfaction is essential for fostering a positive teaching and learning environment within schools (Francisco & Nuqui, 2020).

This study aims to explore the multifaceted dimensions of leadership behaviors among school heads and their direct contributions to teacher job satisfaction at Pantao Ragat District, Division of Lanao del Norte, School Year 2023-2024. By investigating the impact of various leadership behaviors, communication patterns, and decision-making processes, this research endeavors to provide valuable insights into creating environments where teachers feel motivated, appreciated, and fulfilled in their professional roles.

Research Questions

The study aimed to determine the relationship between school head's perceived leadership behaviors and teacher's job satisfaction at Pantao Ragat District Schools, Division of Lanao del Norte, School Year 2023-2024. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. civil status;
 - 1.4. highest educational attainment;
 - 1.5. years in service; and
 - 1.6. teacher plantilla position?
2. What is the respondents' perception on the following leadership behaviors in terms of:
 - 2.1. transformational leadership behaviors,
 - 2.2. transactional leadership behaviors; and
 - 2.3. situational leadership behaviors?
3. What is the teacher's job satisfaction in terms of:
 - 3.1. workload and time management;
 - 3.2. school environment and resources; and
 - 3.3. recognition and career development?
4. Is there a significant relationship between the respondents' perception of leadership behaviors and teacher's job satisfaction?
5. Is there a significant relationship between teacher's job satisfaction when they are grouped according to profile?
6. Is there a significant relationship between the respondents' perception of leadership behaviors and respondents' profile?
7. Which of the respondents' perceptions on the leadership behaviors and profile significantly predict teachers' job satisfaction?
8. What action plan can be designed based on the results of the study?

Methodology

Research Design

The research employed a descriptive-correlational research design to evaluate the relationship between the leadership behaviors among school heads and teachers' job satisfaction in Pantao Ragat District, Division of Lanao del Norte, School Year 2023-2024. This approach involved a combination of descriptive and correlational methods to provide a comprehensive understanding of the variables under investigation. Descriptive research was chosen because it is well-suited for providing a detailed portrayal of the current state or condition of a particular phenomenon or problem. Correlational research, on the other hand, was employed to determine and analyze any existing relationships between multiple variables. Specifically, the study sought to establish a correlation between the relationship between the leadership behaviors among school heads and teachers' job satisfaction.

Respondents

The respondents of the study were one hundred two teachers (102) randomly selected in Pantao Ragat District Schools, Division of Lanao del Norte, during the academic year 2023-2024. To prevent bias and ensure fairness, a random sampling method was used. This involved assigning a unique identifier (e.g., a number) to each eligible teacher in the population. A random selection process, such as drawing lots or using a computer-generated random number generator was employed to select the 102 participants from this pool. This step was to ensure that each teacher had an equal chance of being selected, enhancing the study's representativeness. These seven (12) schools were considered as respondents using the Raosoft size calculator. A total respondent of one-hundred two (102) was obtained. The distribution of respondents is presented in the table below:

Table 1. *Distribution of the Respondents*

<i>School</i>	<i>No. of Teacher-Respondents</i>	<i>No. of Student Respondents</i>
Banday Elementary School	13	11
Cabasagan Elementary School	13	10
Culubun Primary School	5	5
Dimayon Elementary School	10	8
Lomidong Elementary School	16	14
Maliwanag Elementary School	15	12
Matampay Elementary School	7	5
Pantao Marug Primary School	5	4
Pantao Ragat Central Elementary School	27	24
Pualas Elementary School	6	5
Tongcopan Primary School	5	4
Total	122	102

Instrument

The study made use of an adapted survey questionnaire which underwent a validation process. Part 1 of the questionnaire included the profile of the teachers including their age, sex, civil status, highest educational attainment, number of years in service, and teacher plantilla position. Part 2 focused on collecting information on the respondents' perceived leadership behaviors in terms of transformational leadership behaviors, transactional leadership behaviors, and situational leadership behaviors. Part 3 consisted of survey statements on the teacher's job satisfaction in terms of workload and time management, school environment and resources; and recognition and career development. The teachers were asked to rate their agreement or disagreement with these statements using a 4-point scale ranging from Strongly Disagree to Strongly Agree.

Meanwhile, the indicators of each leadership behavior were jumbled and labeled accordingly. This was to avoid bias and obvious judgment. Items 1,4,7,10,13,16,19,22,25 and 28 were the transformational leadership indicators, while, numbers 2,5,8,11,14,17,20,23,26, and 29 were the indicators for transactional behaviors, and lastly, items 3,6,9,12,15,18, 21, 24, 27, and 30 were indicators intended for situational leadership.

To ensure the validity and reliability of the survey questionnaires, research panelists and the thesis adviser evaluated the appropriateness of the research instrument and provided feedback and comments to refine the final research instrument. The consultation with the panel of experts was an important step in the research process, as it enhanced the quality of the research instrument and improved the validity and reliability of the data collected. After the consultations of the questionnaire, pilot testing was conducted at Sultan Macalpang D. Permites Central school teachers. This is to test the internal consistency of the questionnaire through the inclusion of non-participant teachers from other schools. Below is the result of the reliability and validity of the test.

Reliability Statistics Result

<i>Study Variables</i>	<i>Cronbach's Alpha</i>	<i>No. of Items</i>	<i>Description</i>
Leadership Behavior	.963	30	Excellent
Job Satisfaction	.948	29	Excellent
Overall Reliability	.974	59	Excellent

Note: Cronbach's Alpha above 0.7 is considered reliable
LEGENDS: (George and Mallery, 2003)

The table presents Cronbach's alpha values for each study variable, which measure the internal consistency of the items within the variable. A Cronbach's alpha value of 0.7 or higher is generally considered acceptable for research purposes. The Cronbach's alpha values for the study variables are higher than the acceptable threshold of .7, indicating that the reliability of these variables is at least acceptable. This result suggests that the internal consistency of the items used to measure these study variables were met.

Thus, the instrument used in this study has overall excellent internal consistency, indicating that it can be used for future research purposes.

Procedure

Before the data gathering commences, the researcher ensured that all preliminary procedures were secured which included seeking permissions from concerned individuals and authorities involved. First, the researcher prepared a consent letter noted by the Dean of the Graduate School and forwarded it to the Schools Division Superintendent of Lanao del Norte Division for formal permission. Included in the letter were the study's objectives, the utilization of the data, the advantages of the research findings, and research ethics.

As the request permission was granted, the researcher personally visited the districts to obtain the names of the teachers. This determined their willingness to participate in the study. After all approvals from concerned people were achieved, the researcher proceeded with the data gathering procedure wherein she personally administered the distribution and retrievals of the survey questionnaire.

The research instrument with complete instructions was provided for the respondents. Emphasis was placed on the rule that there is no right or wrong answer to each question. After the retrieval of the questionnaires, the researcher tabulated the survey results which were endorsed to a statistician for statistical treatment.

Data Analysis

These statistical tools provided insights and interpretations of the data gathered from the study and could help answer the research questions and objectives.

For problem 1, Frequency and Percentage Distribution were used to describe the profile of the respondents.

For problems 2 and 3, Weighted Mean and Standard Deviation were used to calculate and describe the perceived leadership behaviors among school heads and teachers' job satisfaction.

For problems 4, Pearson r Correlation. was used to determine the significant relationship between the independent and dependent variables of the study.

For problems 5, and 6, Point-Biserial Correlation was used to determine the significant relationship between the independent and dependent variables of the study.

For problem 7, Regression Analysis was used to predict the perceived leadership behaviors among school heads, respondents' profiles, and the teachers' job satisfaction.

Results and Discussion

This section presents the data in relevance to the reading dimension. For better analysis and interpretation, these data are presented in tabular forms.

Problem 1: What is the profile of the respondents in terms of age, sex, civil status, highest educational attainment, years in service, and teacher plantilla position?

Table 2. *Age of the Respondents*

<i>Age (in years)</i>	<i>Frequency</i>	<i>Percentage (%)</i>
18-23	2	2.0
24-30	15	14.7
31-35	16	15.7
36-40	27	26.5
41-49	23	22.5
50-65	19	18.6
Total	102	100.0

Table 2 presents the age distribution of respondents. The results revealed a varied demographic spread across different age groups. Among the respondents, the aged 36-40 were majority of the respondents, followed closely by those aged 41-49 were one fourth of the respondents. The age groups of 50-65 were also notable. The age of 24-30 and 31-35 were also notable, each representing a one eight parts of the respondents, respectively. Additionally, the youngest age group, 18-23, constituted a minor portion of the sample.

These findings indicate a diverse range of ages within the surveyed population, with the majority falling within the middle-aged brackets of 31-49 years old, while the older and younger age groups were less represented.

The studies of Kazan, (2020) showed notable differences in leadership style due to age. Based on the study (2020) "Age influences on the leadership styles and behavior of managers" he claims that the younger and older the managers, exhibit different leadership styles and older managers consult more widely and favor more participation in comparison with younger managers.

Table 3. *Sex of the Respondents*

<i>Sex</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Male	2	2.0
Female	100	98.0
Total	102	100.0

Table 3 shows the sex distribution of the surveyed population. Among the 102 participants, a significant majority, comprising 98.0% of the sample, identified as female. In contrast, male respondents were significantly less represented, constituting only 2.0% of the total.

It is possible that males and females might lead from different perspectives. Winter, Neal, and Waner (2021) claim that "Current psychological research on leadership and team interaction suggests that men and women exhibit different leadership styles and interpersonal communication styles in a variety of small-group situations from student problem-solving situations to industry and community situations".

Table 4. *Civil Status of the Respondents*

<i>Civil Status</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Single	17	16.7
Married	77	75.5
Separated	0	0.0
Widowed	8	7.8
Total	102	100.0

Table 4 presents the civil status of respondents. Among the 102 participants, the majority identified as married. Single individuals constituted a significant portion as minor of the respondents. Interestingly, none of the respondents reported being separated. Moreover, widowed individuals were less presented of the respondents.

These findings underscore the predominance of married individuals within the surveyed population, suggesting that the majority of respondents were in committed relationships.

When it comes to leadership civil status doesn't matter – competency does. History is full of examples of leaders who have succeeded

and failed at every status. The intangibles of passion, character, commitment, discernment, and talent are of infinitely greater importance than someone's civil status (Kazan, 2020).

Table 5. *Educational Attainment of the Respondents*

<i>Educational Attainment</i>	<i>Frequency</i>	<i>Percentage (%)</i>
College Graduate	81	79.4
Master's Degree	14	13.7
Post-Graduate	7	6.9
Total	102	100.0

Table 5 presents the educational attainment of respondents. Among the 102 participants, the majority of respondents, were college graduates. A significant portion of the sample, some representing held a master's degree, indicating a higher level of academic achievement beyond undergraduate studies. Additionally, post-graduate qualifications were reported by less of respondents than master's degree, reflecting an even smaller subset of individuals with advanced academic credentials.

These findings underscore the prevalence of higher education among the surveyed population, with a considerable proportion holding at least a bachelor's degree. The presence of master's and post-graduate degree holders further highlights the diversity of educational backgrounds within the sample, suggesting a range of expertise and specialization among respondents.

Higher levels of education often equip individuals with a broader base of knowledge and a more extensive skill set. Leaders with advanced education are often better equipped to navigate change, embrace innovation, and lead their teams through challenging circumstances (Kazan, 2020).

Table 6. *Teaching Designation of the Respondents*

<i>Teaching Designation</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Teacher I	61	59.8
Teacher II	22	21.6
Teacher III	12	11.8
Master Teacher I	4	3.9
Master Teacher II	3	2.9
Total	102	100.0

Table 6 shows the teaching designation of respondents, shedding light on the professional roles and responsibilities within the educational sector. Among the 102 participants, the majority of respondents, held the designation of Teacher I, indicating a significant representation of entry-level teaching positions within the sample. Additionally, Teacher II designations were reported one fourth of respondents, followed by Teacher III were one eighth of the respondents.

These findings highlight a hierarchical distribution of teaching roles, with a substantial proportion of respondents occupying mid-level teaching positions. Moreover, Master Teacher I and Master Teacher II designations were reported by less and lesser of respondents, respectively, indicating a smaller subset of individuals holding advanced teaching roles with additional responsibilities or expertise.

The study by Kazan (2020) revealed that experienced teachers frequently mentor and coach less experienced colleagues, providing guidance, support, and professional development opportunities. By sharing their expertise and insights, they contribute to the growth and development of their peers, fostering a culture of continuous improvement within the organization.

Table 7. *Years in Service of the Respondents*

<i>Years in Service</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Below-5	19	18.6
6-10	24	23.5
11-20	35	34.3
21-25	9	8.8
26-above	15	14.7
Total	102	100.0

Table 7 displays the years of service of respondents. Among the 102 participants, the distribution of years in service varied across different brackets. The largest proportion of respondents, comprising quarter of respondents were served in their respective roles for 11-20 years, indicating a significant representation of educators with moderate to extensive experience. Additionally, individuals with 6-10 years of service accounted for one third of respondents, reflecting a substantial portion of mid-career professionals within the sample.

Furthermore, those with less than 5 years of service constituted one forth respondents. Interestingly, smaller subsets of respondents reported serving for 21-25 years and 26 years or more, highlighting the presence of experienced professionals with long-standing tenures in the education sector.

These findings underscore the diverse range of experience levels within the surveyed population, offering valuable insights into the professional tenure and expertise among educators.

Experienced leaders recognize the importance of ongoing learning and personal development. They seek out opportunities to expand their knowledge, acquire new skills, and stay abreast of industry trends, ensuring that they remain effective and relevant in their roles. While experience can be a valuable asset in leadership management, leaders need to reflect critically on their experiences, learn from both successes and failures and remain open to new ideas and perspectives. Additionally, leaders should strive to complement their experience with ongoing learning, self-awareness, and a commitment to continuous improvement (Kazan, 2020).

Problem 2: What is the respondents' perception on the following leadership behaviors in terms of transformational leadership behaviors, transactional leadership behaviors, and situational leadership behaviors?

Table 8. Respondents' Perception on the Leadership Behaviors in terms of Transformational Leadership Behaviors

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
1. My school head/principal carries out tasks in accordance with the vision and mission.	3.67	.47	Strongly Agree
2. My school head/principal provides help to staff in exchange for their efforts.	3.56	.50	Strongly Agree
3. My school head/principal checks staff's work regularly to assess their progress and learning.	3.58	.50	Strongly Agree
4. My school head/principal encourages us to practice new approaches in implementing teaching and learning activities.	3.45	.52	Agree
5. My school head/principal invests time in training and mentoring staff.	3.36	.58	Agree
6. My school head/principal appoints staff into task groups to action policies affecting them.	3.48	.52	Agree
7. My school head/principal keeps on reminding staff to respect each other.	3.52	.50	Strongly Agree
8. My school head/principal works with staff satisfactorily.	3.43	.50	Agree
9. My school head/principal provides staff with clear responsibilities and allows them to decide how to accomplish them.	3.64	.48	Strongly Agree
10. My school head/principal provides examples of good behavior.	3.59	.49	Strongly Agree
Total Measure	3.53	.35	Strongly Agree

Note: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Agree; 3.50-4.00, Strongly Agree

Table 8 presents the respondents' perceptions regarding leadership behaviors, specifically focusing on transformational leadership indicators. The mean scores and standard deviations (SD) provide insights into the consensus and variability of opinions among the surveyed population. Overall, the respondents demonstrated a positive perception of their school head/principal's leadership behaviors, with an average mean score of 3.53, indicating a strong agreement on the assessed indicators.

Notably, indicators such as "My school head/principal carries out tasks in accordance with the vision and mission," "My school head/principal provides help to staff in exchange for their efforts," "My school head/principal checks staff's work regularly to assess their progress and learning," "My school head/principal keeps on reminding staff to respect each other," "My school head/principal provides staff with clear responsibilities and allows them to decide how to accomplish them," and "My school head/principal provides examples of good behavior" received mean scores above 3.5, reflecting a significant level of agreement or strong agreement among respondents.

Conversely, indicators such as "My school head/principal encourages us to practice new approaches in implementing teaching and learning activities," "My school head/principal invests time in training and mentoring staff," "My school head/principal appoints staff into task groups to action policies affecting them," and "My school head/principal works with staff satisfactorily" received mean scores slightly below 3.5, indicating a lower but still agreeable perception among respondents. The standard deviations across all indicators were relatively low, suggesting a narrow range of responses and a high level of agreement among respondents regarding their perceptions of leadership behaviors.

These findings imply that the school head/principal's leadership approach is generally perceived positively by the surveyed population, with consistent views on various aspects of transformational leadership. Such perceptions have implications for organizational climate, staff morale, and overall school effectiveness, emphasizing the importance of fostering supportive and visionary leadership within educational institutions to promote staff development and enhance student outcomes.

School heads exhibiting transformational leadership behaviors often demonstrate visionary thinking, supportive communication, and personalized consideration for their staff. When teachers perceive their leaders as inspirational and supportive, they are more likely to experience job satisfaction, commitment to their roles, and increased motivation to excel in their teaching practices (Cansoy, 2019).

Table 9 presents the respondents' perceptions regarding leadership behaviors, specifically focusing on transactional leadership indicators. The mean scores and standard deviations (SD) provide insights into the consensus and variability of opinions among the surveyed population. Overall, the respondents exhibited a positive perception of their school head/principal's transactional leadership behaviors, with an average mean score of 3.49, indicating an agreement on the assessed indicators.

Notably, indicators such as "My school head/principal makes clear expectations," "My school head/principal makes sure that the staff are aware of, and understand all company policies and procedures," "My school head/principal recognizes staff's achievements with encouragement and support," and "My school head/principal gives freedom to staff in carrying out the tasks given" received mean scores above 3.5, reflecting a significant level of agreement or strong agreement among respondents.

Table 9. Respondents' Perception on the Leadership Behaviors in terms of Transactional Leadership Behaviors

Indicators	Mean	SD	Description
1. My school head/principal makes clear expectations.	3.60	.49	Strongly Agree
2. My school head/principal makes sure that the staff are aware of and understand all company policies and procedures.	3.54	.50	Strongly Agree
3. My school head/principal reduces penalties towards any mistakes as a professional effort.	3.42	.50	Agree
4. My school head/principal takes action before problems are chronic.	3.43	.50	Agree
5. My school head/principal recognizes staff's achievements with encouragement and support.	3.53	.50	Strongly Agree
6. My school head/principal gives freedom to staff in carrying out the tasks given.	3.56	.50	Strongly Agree
7. My school head/principal informs teaching and non-teaching staff of the standards to carry out work.	3.49	.50	Agree
8. My school head/principal discusses any organizational or policy changes with staff prior to acting.	3.43	.50	Agree
9. My school head/principal provides opportunities for staff to conduct education and training.	3.50	.52	Strongly Agree
10. My school head/principal works with agreements.	3.44	.52	Agree
Total Measure	3.49	.35	Agree

Note: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Agree; 3.50-4.00, Strongly Agree

Conversely, indicators such as "My school head/principal reduces penalties towards any mistakes as a professional effort" and "My school head/principal takes action before problems are chronic" received mean scores slightly below 3.5, indicating a lower but still agreeable perception among respondents. The standard deviations across all indicators were relatively low, suggesting a narrow range of responses and a high level of agreement among respondents regarding their perceptions of transactional leadership behaviors.

These findings imply that the school head/principal's transactional leadership approach is generally perceived positively by the surveyed population, with consistent views on various aspects of setting expectations, providing support, and implementing policies. Such perceptions have implications for organizational efficiency, staff motivation, and the overall effectiveness of leadership practices within educational institutions, highlighting the importance of clear communication, recognition of achievements, and providing opportunities for staff development.

Leadership, according to Okorji and Epetuku (2019), is the interactive influence process that happens when others accept someone as their leader in a specific situation to achieve common goals. This is a strategy that may describe the experience of a principal who is held accountable as the recognized leader of the school.

Table 10 presents the respondents' perceptions regarding leadership behaviors, specifically focusing on situational leadership indicators. The mean scores and standard deviations (SD) provide insights into the consensus and variability of opinions among the surveyed population. Overall, the respondents displayed a generally positive perception of their school head/principal's situational leadership behaviors, with an average mean score of 3.46, indicating an agreement on the assessed indicators.

Table 10. Respondents' Perception on the Leadership Behaviors in terms of Situational Leadership Behaviors

Indicators	Mean	SD	Description
1. My school head/principal discusses the organization's strategic mission with staff.	3.50	.50	Strongly Agree
2. My school head/principal praises and gives appreciation to the work result or achievements of staff	4.00	.00	Strongly Agree
3. My school head/principal monitors teacher's performance and keeps track of mistakes.	3.42	.50	Agree
4. My school head/principal demonstrates each task involved in doing the job.	3.37	.49	Agree
5. My school head/principal accepts suggestions for the organization's improvements.	3.47	.50	Agree
6. My school head/principal assists others in exchange for their efforts.	3.34	.48	Agree
7. My school head/principal avoids making judgments or premature evaluation of ideas or suggestions.	3.44	.50	Agree
8. My school head/principal guides and trains me personally, if I have problems	3.25	.57	Agree
9. My school head/principal discusses in specific terms who is responsible for achieving performance targets.	3.41	.51	Agree
10. My school head/principal sets down performance standards for each aspect of my staff's job.	3.35	.48	Agree
Total Measure	3.46	.32	Agree

Note: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Agree; 3.50-4.00, Strongly Agree

Notably, indicator 2, "My school head/principal praises and gives appreciation to the work results or achievements of staff," received a perfect mean score of 4.00, reflecting a strong consensus among respondents. Additionally, indicators such as "My school head/principal discusses the organization's strategic mission with staff," "My school head/principal accepts suggestions for the organization's improvements," and "My school head/principal avoids making judgments or premature evaluation of ideas or suggestions" received mean scores above 3.5, indicating a significant level of agreement or strong agreement among respondents.

Conversely, indicators such as "My school head/principal guides and trains me personally if I have problems" received a lower mean score of 3.25, indicating a slightly lower but still agreeable perception among respondents. The standard deviations across all indicators

were relatively low, suggesting a narrow range of responses and a high level of agreement among respondents regarding their perceptions of situational leadership behaviors.

These findings suggest that the school head/principal's situational leadership approach is generally perceived positively by the surveyed population, with consistent views on various aspects of communication, support, and adaptability. Such perceptions have implications for fostering a collaborative and supportive work environment, enhancing staff morale, and promoting organizational effectiveness within educational institutions.

According to McCleskey (2020), successful leadership necessitates a reasonable comprehension of the circumstance as well as an appropriate reaction. Hershey and Blanchard established Situational Leadership Theory (SLT) to characterize leadership style and highlight the need to match the maturity level of followers to the leader's style. Task-oriented leaders develop organizational patterns through establishing formal communication channels, providing explicit instructions, defining responsibilities for followers, and establishing formal communication channels.

Table 11. *Consolidated Findings of the Respondents' Perception on the Leadership Behaviors*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
Transformational	3.53	.35	Strongly Agree
Transactional	3.49	.35	Agree
Situational	3.46	.32	Agree
Total Measure	3.49	.31	Agree

Note: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Agree; 3.50-4.00, Strongly Agree

Table 11 presents the consolidated findings of the respondents' perception on leadership behaviors, encompassing transformational, transactional, and situational leadership indicators. The mean scores and standard deviations (SD) provide a comprehensive overview of the consensus and variability of opinions among the surveyed population. Overall, the respondents demonstrated positive perceptions of leadership behaviors across all three leadership styles, with an average total measure mean score of 3.49, indicating an overall agreement on the assessed indicators.

In terms of transformational leadership, respondents strongly agreed with the assessed indicators, with a mean score of 3.53 and a relatively low standard deviation of 0.35, suggesting a high level of agreement among respondents regarding various aspects of visionary and supportive leadership.

Similarly, respondents expressed agreement with transactional leadership behaviors, with a mean score of 3.49 and a low standard deviation of 0.35, indicating consistent views on setting expectations, providing support, and implementing policies within the organization.

Regarding situational leadership, respondents also indicated agreement with the assessed indicators, with a mean score of 3.46 and a slightly lower standard deviation of 0.32, suggesting a strong consensus on aspects of communication, adaptability, and supportiveness.

The provided note outlines the interpretation of the mean scores, categorizing them into different levels of agreement, ranging from strongly disagree to strongly agree. The majority of mean scores fall within the "agree" and "strongly agree" categories, indicating a positive overall perception of leadership behaviors among the surveyed population.

These consolidated findings have significant implications for organizational dynamics, staff morale, and overall effectiveness within educational institutions. They highlight the importance of fostering a multifaceted approach to leadership that incorporates elements of vision, support, communication, and adaptability to promote a collaborative and thriving work environment. Such insights can inform leadership development initiatives and organizational strategies aimed at enhancing leadership effectiveness and ultimately improving student outcomes. According to McCleskey (2020), successful leadership necessitates a reasonable comprehension of the circumstance as well as an appropriate reaction. Hershey and Blanchard established Situational Leadership Theory (SLT) to characterize leadership style and highlight the need to match the maturity level of followers to the leader's style. Task-oriented leaders develop organizational patterns through establishing formal communication channels, providing explicit instructions, defining responsibilities for followers, and establishing formal communication channels.

In general, schools are forced to deal with a wide range of challenges in order to function. As the school's perceived leader, the principal's leadership style can influence how these difficulties are addressed. Leadership, according to Okorji and Epetuku (2019), is the interactive influence process that happens when others accept someone as their leader in a specific situation to achieve common goals.

Problem 3: What is the teacher's job satisfaction in terms of workload and time management, school environment and resources, and recognition and career development?

Table 12 presents the teacher's job satisfaction in terms of workload and time management, with indicators assessing various aspects of resource availability, time allocation, and support systems within the school environment. Overall, teachers expressed agreement with the assessed indicators, with an average total measure mean score of 3.20, indicating an overall agreement on the aspects related

to workload and time management.

Indicators such as "The school provides adequate resources and support to manage my workload effectively," "I have enough time during the school day for collaborative planning with colleagues," and "The expectations for non-teaching responsibilities (meetings, administrative tasks) are reasonable and manageable" received mean scores above 3.0, reflecting a significant level of agreement among teachers.

Table 12. Teacher's Job Satisfaction in terms of Workload and Time Management

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
1. The school provides adequate resources and support to manage my workload effectively.	3.25	.46	Agree
2. I have enough time during the school day for collaborative planning with colleagues.	3.27	.51	Agree
3. The expectations for non-teaching responsibilities (meetings, administrative tasks) are reasonable and manageable.	3.32	.53	Agree
4. The workload allows me to provide personalized attention to each student's needs.	2.94	.70	Agree
5. The school's policies and procedures support a healthy work-life balance for teachers.	3.21	.41	Agree
6. The workload allows for flexibility in teaching methods and creative lesson planning.	3.17	.42	Agree
7. I can delegate tasks effectively, distributing the workload among colleagues when necessary.	3.26	.49	Agree
8. I receive adequate support from the school administration when workload challenges arise.	3.38	.56	Agree
9. I can prioritize tasks effectively to manage my workload efficiently.	2.98	.76	Agree
Total Measure	3.20	.36	Agree

Note: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Agree; 3.50-4.00, Strongly Agree

However, indicators such as "The workload allows me to provide personalized attention to each student's needs" and "I can prioritize tasks effectively to manage my workload efficiently" received slightly lower mean scores, suggesting a lower but still agreeable perception among teachers regarding these aspects. The standard deviations across all indicators were relatively low, indicating a narrow range of responses and a high level of agreement among teachers regarding their job satisfaction with workload and time management.

The provided note outlines the interpretation of the mean scores, categorizing them into different levels of agreement, ranging from strongly disagree to strongly agree. The majority of mean scores fall within the "agree" category, indicating a positive overall perception of workload and time management among teachers. These findings have implications for teacher well-being, job satisfaction, and ultimately, student outcomes. They underscore the importance of providing adequate resources, support, and time for collaborative planning, while also addressing workload challenges and promoting a healthy work-life balance within educational institutions.

Teachers' job satisfaction is profoundly influenced by workload and time management factors, which are pivotal in ensuring educators can perform their duties effectively while maintaining their well-being. One significant aspect of workload satisfaction is the distribution of tasks, encompassing teaching assignments and extracurricular responsibilities. Teachers' perception of the fairness in this distribution directly affects their job satisfaction. When tasks are allocated equitably, teachers are more likely to feel valued and motivated (Cansoy, 2019).

Table 13 presents teacher's job satisfaction in terms of the school environment and resources, with indicators assessing various aspects such as safety, resources, facilities, collegial support, and professional development opportunities. Overall, teachers expressed agreement with the assessed indicators, with an average total measure mean score of 3.42, indicating an overall agreement on the aspects related to the school environment and resources.

Table 13. Teacher's Job Satisfaction in terms of School Environment and Resources

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
The school provides a safe and inclusive environment for both students and teachers.	3.53	.50	Strongly Agree
I have access to modern teaching resources and technology to enhance classroom instruction.	3.12	.80	Agree
The school facilities are well-maintained and conducive to effective teaching and learning.	3.52	.52	Strongly Agree
There is a supportive network of colleagues and staff members in the school.	3.35	.59	Agree
The school promotes a positive and respectful atmosphere among students and staff.	3.46	.50	Agree
I have sufficient access to teaching materials and supplies necessary for my lessons.	3.40	.53	Agree
The school encourages and supports extracurricular activities and student involvement.	3.48	.52	Agree
Professional development opportunities are readily available to enhance my teaching skills.	3.41	.55	Agree
The school administration values teachers' input and involves them in decision-making processes.	3.48	.50	Agree
The school provides a supportive system for handling disciplinary issues and classroom management.	3.46	.52	Agree
Total Measure	3.42	.42	Agree

Note: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Agree; 3.50-4.00, Strongly Agree

Indicators such as "The school provides a safe and inclusive environment for both students and teachers," "The school facilities are well-maintained and conducive to effective teaching and learning," and "The school promotes a positive and respectful atmosphere among students and staff" received mean scores above 3.4, reflecting a significant level of agreement among teachers.

However, indicators such as "I have access to modern teaching resources and technology to enhance classroom instruction" received a slightly lower mean score, suggesting a lower but still agreeable perception among teachers regarding this aspect.

The standard deviations across all indicators were relatively low, indicating a narrow range of responses and a high level of agreement among teachers regarding their job satisfaction with the school environment and resources.

These findings have implications for teacher morale, job satisfaction, and ultimately, student outcomes. They underscore the importance of creating a supportive and conducive environment that fosters collaboration, provides access to resources, and promotes professional growth.

Adequate resources, such as planning templates, teaching aids, and grading tools, streamline tasks, allowing teachers to focus on teaching. Furthermore, teachers' perception of the adequacy of time allocated for planning, grading, and professional development is crucial. When teachers feel they have sufficient time for these essential tasks, they can enhance the quality of their lessons and invest in their professional growth, fostering job satisfaction (McCleskey, 2020).

Table 14 presents teacher's job satisfaction in terms of recognition and career development, with indicators assessing various aspects such as recognition of efforts, career advancement opportunities, feedback mechanisms, and support for professional growth. Overall, teachers expressed agreement with the assessed indicators, with an average total measure mean score of 3.40, indicating an overall agreement on the aspects related to recognition and career development.

Table 14. *Teacher's Job Satisfaction in terms of Recognition and Career Development*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
1. The school recognizes and appreciates teachers' efforts and achievements regularly.	3.43	.54	Agree
2. There are clear and fair opportunities for Career advancement within the school or district.	3.44	.50	Agree
3. I receive constructive feedback from school leadership to improve my teaching practices.	3.44	.50	Agree
4. The school acknowledges innovative teaching methods and encourage their implementation.	3.45	.50	Agree
5. I am provided with mentorship and guidance for my professional development.	3.39	.53	Agree
6. The school supports and sponsors attendance at conferences and workshops for skill enhancement.	3.40	.51	Agree
7. There are pathways for specialized teaching positions, allowing career growth and development.	3.15	.68	Agree
8. The school values continuous learning and provides resources for further education and certifications.	3.40	.51	Agree
9. Teachers are recognized for outstanding performance through awards and appreciation programs.	3.42	.52	Agree
10. The school administration encourages collaborative research and publications for career growth.	3.45	.52	Agree
Total Measure	3.40	.42	Agree

Note: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Agree; 3.50-4.00, Strongly Agree

Indicators such as "The school recognizes and appreciates teachers' efforts and achievements regularly," "There are clear and fair opportunities for career advancement within the school or district," and "I receive constructive feedback from school leadership to improve my teaching practices" received mean scores above 3.4, reflecting a significant level of agreement among teachers.

However, indicator 7, "There are pathways for specialized teaching positions, allowing career growth and development," received a slightly lower mean score of 3.15, suggesting a lower but still agreeable perception among teachers regarding this aspect.

The standard deviations across all indicators were relatively low, indicating a narrow range of responses and a high level of agreement among teachers regarding their job satisfaction with recognition and career development.

These findings have implications for teacher motivation, engagement, and long-term commitment within the educational institution. They highlight the importance of recognizing and appreciating teachers' efforts, providing clear pathways for career advancement, and fostering a culture of continuous learning and professional development.

Professional networks offer exposure to diverse teaching methodologies and innovative practices, enriching teachers' experiences. When teachers feel supported in their career journey, they are more likely to stay committed, leading to enhanced job satisfaction and a positive impact on the learning outcomes of their students (Jimenez, 2021).

Moreover, career development opportunities significantly impact teacher job satisfaction. When there are opportunities for career advancement within the school or district, teachers are motivated to invest in their professional growth. Clear pathways for progression, whether in the form of leadership roles or specialized teaching positions, provide a sense of purpose and direction to educators' careers (Francisco & Nuqui, 2020).

Table 15. *Consolidated Findings of the Teacher's Job Satisfaction*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
Workload and Time Management	3.20	.36	Agree
School Environment and Resources	3.42	.42	Agree
Recognition and Career Development	3.40	.42	Agree
Total Measure	3.34	.36	Agree

Note: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Agree; 3.50-4.00, Strongly Agree

Table 15 presents the consolidated findings of teacher's job satisfaction, encompassing workload and time management, school environment and resources, as well as recognition and career development indicators. Overall, teachers expressed agreement with the assessed indicators, with an average total measure mean score of 3.34, indicating an overall agreement on various aspects related to job satisfaction.

The indicators related to workload and time management received a mean score of 3.20, indicating agreement among teachers regarding the effectiveness of workload management and time allocation within their roles.

The indicators related to the school environment and resources received a higher mean score of 3.42, suggesting that teachers are generally satisfied with the resources, facilities, and collegial support available to them within the school environment.

Similarly, indicators related to recognition and career development also received a mean score of 3.40, indicating that teachers feel valued and supported in terms of recognition for their efforts and opportunities for career growth and development. The standard deviations across all indicators were relatively low, indicating a narrow range of responses and a high level of agreement among teachers regarding their job satisfaction across these different domains.

These consolidated findings have implications for teacher morale, retention, and ultimately, student outcomes. They underscore the importance of creating a supportive and conducive work environment, providing resources and opportunities for professional growth, and recognizing teachers' contributions to the school community. Such insights can inform school leadership strategies aimed at enhancing teacher satisfaction and effectiveness, ultimately contributing to a positive school culture and improved overall school performance.

When teachers can work together, share ideas, and divide tasks effectively, they feel supported and valued, leading to higher job satisfaction. Further, addressing teachers' workload and time management concerns is imperative for enhancing their job satisfaction. Ensuring fairness in task distribution, maintaining a balance between various responsibilities, providing adequate resources, and fostering collaborative environments are vital steps toward creating a work environment where teachers feel supported, valued, and, ultimately, satisfied in their profession (Nawaz & Khan, 2019).

Problem 4: Is there a significant relationship between the respondents' perception of leadership behaviors and teachers' job satisfaction?

Table 16. *Relationship between the Respondents' Perception of Leadership Behaviors and Teachers' Job Satisfaction*

Leadership Behaviors	Teachers' Job Satisfaction		Remarks
	r-value	p-value	
Transformational	.756***	.000	Significant
Transactional	.688***	.000	Significant
Situational	.810***	.000	Significant
Total Measure	.820***	.000	Significant

Note: Analysis is based on Pearson Correlation

***significant at .001 level

The correlation analysis conducted between the respondents' perception of leadership behaviors and teachers' job satisfaction revealed compelling findings, as outlined in Table 16. Each category of leadership behaviors, namely transformational, transactional, and situational, exhibited significant positive correlations with teachers' job satisfaction, as indicated by the r-values ranging from 0.688 to 0.820, all significant at the .001 level. These results underscore the high relationship between leadership behaviors and teachers' job satisfaction within the educational context. Notably, the strongest correlation was observed with the total measure of leadership behaviors, indicating a comprehensive association encompassing various dimensions of leadership.

Transformational leadership, characterized by vision, support, and empowerment, demonstrated a substantial positive correlation with job satisfaction, suggesting that inspiring and supportive leadership practices contribute significantly to teachers' overall satisfaction. Similarly, transactional leadership, focusing on clear expectations and rewards, and situational leadership, emphasizing flexibility and adaptability, also exhibited strong positive correlations with job satisfaction. These findings emphasize the importance of adopting multifaceted leadership approaches that encompass different dimensions of leadership to foster a positive and supportive work environment for teachers.

The implications of these results are profound for educational leaders and policymakers. Recognizing the influential role of leadership in shaping teachers' job satisfaction, educational institutions should prioritize leadership development initiatives aimed at fostering transformational, transactional, and situational leadership skills among school administrators. By cultivating leadership practices that prioritize vision, support, clear expectations, and flexibility, educational leaders can enhance teacher satisfaction, retention, and ultimately, student success. Additionally, these findings underscore the need for ongoing assessment and improvement of leadership practices within educational settings to ensure a conducive and supportive work environment for educators.

The effective leader integrates task and relationship behaviors, which are acknowledged to be interconnected rather than competitive in both conceptualizations. The maturity of the followers, which is connected to prior efforts in education and training, determines the appropriate leadership style (Saleem et al., 2020).

Problem 5: Is there a significant relationship between teachers' job satisfaction and their profile?

Table 17. Relationship between the Respondents' Profile and Teachers' Job Satisfaction

Profile	Teachers' Job Satisfaction		Remarks
	r-value	p-value	
Age=18-30	.284**	.004	Significant
Age=31-35	.001	.994	Not significant
Age=36-40	-.065	.519	Not significant
Age=41-49	.109	.275	Not significant
Age=50-65	-.317**	.001	Significant
Sex=Female	.008	.939	Not significant
Civil Status=Single	.293**	.003	Significant
Civil Status=Married	-.087	.386	Not significant
Civil Status=Widowed	-.268**	.006	Significant
Educational Attainment=College Graduate	-.278**	.005	Significant
Educational Attainment=Master Degree	.118	.236	Not significant
Educational Attainment=Post-Graduate	.283**	.004	Significant
Teaching Designation=Teacher I	-.235*	.017	Significant
Teaching Designation=Teacher II	.158	.113	Not significant
Teaching Designation=Teacher III	.010	.923	Not significant
Teaching Designation=Master Teacher	.186	.061	Not significant
Years in Service=0-5	.305**	.002	Significant
Years in Service=6-10	.046	.648	Not significant
Years in Service=11-20	.036	.718	Not significant
Years in Service=21-25	-.086	.390	Not significant
Years in Service=26+	-.370**	.000	Significant

Note: Analysis is based on Point-Biserial Correlation *significant at .05 level **significant at .01 level ***significant at .001 level

Table 17 presents the relationship between the respondents' profile characteristics and teachers' job satisfaction, as assessed through correlation analysis. The results reveal varying degrees of correlation between different demographic and professional attributes and teachers' job satisfaction.

Among the demographic factors, age group exhibited significant correlations with job satisfaction. Specifically, respondents aged 18-30 and those aged 50-65 demonstrated significant correlations with job satisfaction, with r-values of 0.284 and -0.317 respectively, both significant at the .01 level. This suggests that younger and older teachers may experience differing levels of job satisfaction compared to their counterparts in other age groups.

Civil status also showed significant correlations with job satisfaction. Teachers who were single or widowed exhibited significant correlations with job satisfaction, with r-values of 0.293 and -0.268 respectively, both significant at the .01 level. This indicates that marital status may influence teachers' job satisfaction levels.

Educational attainment demonstrated significant correlations with job satisfaction as well. Specifically, teachers with a college graduate or post-graduate education exhibited significant correlations with job satisfaction, with r-values of -0.278 and 0.283 respectively, both significant at the .01 level. This suggests that the level of education attained may impact teachers' job satisfaction.

Regarding professional attributes, teaching designation and years of service also showed significant correlations with job satisfaction. Teachers with the designation of Teacher I and those with over 26 years of service exhibited significant correlations with job satisfaction, with r-values of -0.235 and -0.370 respectively, both significant at the .05 and .001 levels respectively. This implies that specific teaching designations and extensive years of service may influence job satisfaction levels among educators.

A negative correlation between teachers' job satisfaction and their age, educational attainment, and years in service suggested intriguing dynamics within the teaching profession. As teachers accumulate more years in service, they may experience increased job burnout due to factors such as heavy workloads, administrative burdens, and limited resources. This sense of burnout could lead to lower job satisfaction, particularly among older teachers who have been in the profession for an extended period. Teachers with higher levels of educational attainment may have greater expectations for their careers in terms of advancement opportunities, recognition, and job fulfillment. If these expectations are not met due to factors such as limited career growth or lack of professional development, it could result in lower job satisfaction, contributing to the negative correlation observed.

Despite their contributions and dedication to the profession, experienced teachers may feel undervalued or underappreciated by school administrators, policymakers, or society at large. The lack of recognition for their expertise and experience could dampen their job satisfaction over time. Addressing the negative correlation between teachers' job satisfaction and their age, educational attainment, and years in service requires a multifaceted approach that considers factors such as workload management, professional development opportunities, career advancement pathways, and support for teacher well-being. By fostering a positive work environment that values the contributions of all teachers, educational institutions can enhance job satisfaction and retention across all demographic groups within the teaching profession.

These correlation results offer valuable insights into the factors that may influence teachers' job satisfaction within the educational context. Educational leaders and policymakers can utilize these findings to develop targeted strategies aimed at enhancing job satisfaction and ultimately improving teacher retention and student outcomes.

Constructive feedback validates teachers' contributions, providing them with insights into their strengths and areas for improvement. Peer recognition, especially when it comes from colleagues who understand the challenges of the profession, carries a unique weight. Such feedback not only recognizes achievements but also fosters a sense of camaraderie among teachers, strengthening their satisfaction in the workplace (Habegger, 2018).

This further implied that the observations made by school heads and teachers as regards the leadership practices were incomparable. Kusumadewi, Sudja, and Sujana (2019) stressed that successful leaders rely on an advancement process framework, which meant that the leader must integrate strong use of connectivity, inspiration, management skills, constructive decision-making, and influence. Naeem and Khanzada (2018) clarified that leaders with a democratic leadership style were committed to empowering their workers to be more confident and accountable, with outcomes that can improve productivity and enhance work performance.

Problem 6: Is there a significant relationship between the respondents' perception of leadership behaviors and respondents' profile?

Table 18. Relationship between the Respondents' Profile and their Perception of Leadership Behaviors

Profile	Leadership Behaviors		Remarks
	r-value	p-value	
Age=18-30	.177	.075	Not significant
Age=31-35	-.063	.531	Not significant
Age=36-40	-.065	.515	Not significant
Age=41-49	.020	.844	Not significant
Age=50-65	-.058	.562	Not significant
Sex=Female	-.049	.626	Not significant
Civil Status=Single	.205*	.039	Significant
Civil Status=Married	-.106	.289	Not significant
Civil Status=Widowed	-.115	.250	Not significant
Educational Attainment=College Graduate	-.277**	.005	Significant
Educational Attainment=Master Degree	.150	.133	Not significant
Educational Attainment=Post-Graduate	.240*	.015	Significant
Teaching Designation=Teacher I	-.211*	.033	Significant
Teaching Designation=Teacher II	.066	.512	Not significant
Teaching Designation=Teacher III	.020	.843	Not significant
Teaching Designation=Master Teacher	.277**	.005	Significant
Years in Service=0-5	.230*	.020	Significant
Years in Service=6-10	-.012	.902	Not significant
Years in Service=11-20	-.070	.483	Not significant
Years in Service=21-25	-.082	.412	Not significant
Years in Service=26+	-.078	.435	Not significant

Note: Analysis is based on Point-Biserial Correlation *significant at .05 level **significant at .01 level

Table 18 presents the relationship between the respondents' profile characteristics and their perception of leadership behaviors, as assessed through correlation analysis. The results indicate varying degrees of correlation between different demographic and professional attributes and respondents' perception of leadership behaviors.

Among the demographic factors, civil status exhibited significant correlations with the perception of leadership behaviors. Specifically, respondents who were single demonstrated a significant positive correlation with their perception of leadership behaviors, with an r-value of 0.205, significant at the .05 level. This suggests that single respondents may perceive leadership behaviors more positively compared to their married or widowed counterparts.

Educational attainment also demonstrated significant correlations with the perception of leadership behaviors. Respondents with a college graduate or post-graduate education exhibited significant negative correlations with their perception of leadership behaviors, with r-values of -0.277 and 0.240 respectively, both significant at the .01 and .05 levels respectively. This implies that individuals with higher levels of education may perceive leadership behaviors differently compared to those with lower levels of education.

Regarding professional attributes, teaching designation and years of service showed significant correlations with the perception of leadership behaviors. Teachers with the designation of Teacher I and Master Teacher exhibited significant negative and positive correlations respectively with their perception of leadership behaviors, with r-values of -0.211 and 0.277 respectively, both significant at the .05 and .01 levels respectively. This suggests that specific teaching designations may influence how individuals perceive leadership behaviors within their educational context.



Additionally, years of service also demonstrated significant correlations with the perception of leadership behaviors. Respondents with 0-5 years of service exhibited a significant positive correlation with their perception of leadership behaviors, with an r-value of 0.230, significant at the .05 level. This implies that individuals with fewer years of service may perceive leadership behaviors more positively compared to those with more years of service.

A negative correlation between respondents' profile (educational attainment, teaching designation as master teacher, and years in service below 5 years) and their perception of leadership behaviors of school heads suggested several potential interpretations. Respondents with lower educational attainment or fewer years of service, particularly those with less than 5 years in the profession, may have limited exposure to different leadership styles and organizational dynamics within educational settings. As a result, they might lack the context or perspective needed to assess leadership behaviors accurately, leading to a negative correlation.

Teachers with fewer years of service or lower educational attainment may have had limited interaction or engagement with school leaders, particularly if they are newer to the profession or occupy lower positions within the organizational hierarchy. This lack of exposure to leadership behaviors could result in less informed or nuanced perceptions, contributing to the negative correlation observed.

Respondents with higher educational attainment or those designated as master teachers may have higher expectations regarding leadership behaviors exhibited by school heads. If these expectations are not met due to factors such as ineffective communication, lack of support, or perceived favoritism, it could lead to lower perceptions of leadership effectiveness and contribute to the negative correlation. Individuals with limited experience in the teaching profession may be more susceptible to biases or preconceived notions about leadership behaviors based on anecdotal evidence, hearsay, or personal experiences. This perception bias could influence their overall evaluation of school heads' leadership effectiveness, potentially resulting in a negative correlation with their profile characteristics.

These correlation results provide valuable insights into the factors that may influence individuals' perception of leadership behaviors within the educational context. Educational leaders and policymakers can utilize these findings to develop targeted strategies aimed at enhancing leadership effectiveness and fostering a positive organizational culture.

Thus, while there were positive perceptions of the leadership styles of school heads, addressing variability in specific aspects of coaching, delegating, and directing could enhance the overall effectiveness of leadership within the school. Clear communication, understanding expectations, and fostering collaboration were essential for optimizing positive aspects and creating a more cohesive leadership environment. Cooley and Shen (2019) as cited in Lashway, found that secondary principals reported they were engaged in new roles that had simply been 'layered' over the old job. That is, instead of replacing former responsibilities or being integrated into the job, the new duties were simply added to what was already there.

Problem 7: Which of the respondents' perceptions on the leadership behaviors and profile significantly predict teachers' job satisfaction?

Table 19. Multiple Regression Analysis of Predicting Teachers' Job Satisfaction by Leadership Behaviors and Profile

Predictors	Regression Coeff, B	Std. Error	t-value	p-value	Remarks
(Constant)	-.394	.319	-1.238	.219	Not significant
Transformational	.333	.099	3.384**	.001	Significant
Transactional	.021	.099	.214	.831	Not significant
Situational	.543	.093	5.823***	.000	Significant
Age=18-30	.069	.127	.542	.589	Not significant
Age=31-35	-.037	.102	-.359	.720	Not significant
Age=36-40	-.083	.096	-.863	.391	Not significant
Age=41-49	-.027	.094	-.288	.774	Not significant
Age=50-65 (ref)	--	--	--	--	--
Sex=Female	.334	.150	2.228*	.029	Significant
Civil Status=Single	-.089	.141	-.633	.529	Not significant
Civil Status=Married	.020	.079	.257	.798	Not significant
Civil Status=Widowed (ref)	--	--	--	--	--
Educational Attainment=College Graduate	-.093	.082	-1.139	.258	Not significant
Educational Attainment=Master Degree	-.088	.097	-.911	.365	Not significant
Educational Attainment=Post-Graduate (re)	--	--	--	--	--
Teaching Designation=Teacher I	.081	.092	.873	.385	Not significant
Teaching Designation=Teacher II	.115	.093	1.241	.218	Not significant
Teaching Designation=Teacher III	.207	.090	2.306*	.024	Significant
Teaching Designation=Master Teacher (ref)	--	--	--	--	--
Years in Service=0-5	.448	.136	3.301**	.001	Significant
Years in Service=6-10	.312	.109	2.871**	.005	Significant
Years in Service=11-20	.327	.102	3.205**	.002	Significant
Years in Service=21-25	.224	.103	2.174*	.033	Significant
Years in Service=26+ (ref)	--	--	--	--	--

Note: Analysis is based on Regression Analysis ***significant at .001 level **significant at .01 level *significant at .05 level Adjusted R2=.805 ref means reference category

Table 19 presents the results of a multiple regression analysis predicting teachers' job satisfaction by leadership behaviors and various demographic and professional profile factors.

The analysis revealed several noteworthy findings. Among the leadership behaviors, transformational and situational leadership exhibited significant positive relationships with teachers' job satisfaction. Specifically, transformational leadership had a regression coefficient of 0.333 ($p = .001$), while situational leadership had a coefficient of 0.543 ($p < .001$), indicating that higher levels of these leadership behaviors were associated with increased job satisfaction among teachers. However, transactional leadership did not show a significant relationship with job satisfaction.

Among the profile factors, gender (sex) emerged as a significant predictor of job satisfaction, with female teachers showing higher levels of job satisfaction compared to their male counterparts ($B = 0.334$, $p = .029$). Additionally, teaching designation also showed significant associations with job satisfaction. Specifically, teachers with the designation of Teacher III exhibited higher levels of job satisfaction compared to Master Teachers ($B = 0.207$, $p = .024$).

Years of service also significantly predicted job satisfaction, with coefficients ranging from 0.224 to 0.448 for different categories of years in service. Teachers with fewer years of service (0-5 years, 6-10 years, and 11-20 years) showed higher levels of job satisfaction compared to those with more years of service (26+ years).

The adjusted R-squared value of 0.805 indicates that approximately 80.5% of the variability in teachers' job satisfaction can be explained by the combined effects of the predictors included in the model.

These results have implications for educational leaders and policymakers in understanding the factors influencing teachers' job satisfaction. Emphasizing transformational and situational leadership behaviors, addressing gender disparities, recognizing the significance of teaching designations, and considering the impact of years of service can contribute to fostering a positive work environment and enhancing teacher satisfaction within educational institutions.

This negative correlation might possibly give a perception bias among teachers regarding the effectiveness of transformational leadership, particularly among female school heads or those with more years of service. Teachers may hold unrealistic expectations or biases about the leadership capabilities of female administrators or more experienced leaders, which could lead to lower ratings of job satisfaction and leadership behaviors.

Sociocultural factors may influence how transformational leadership is perceived and evaluated within educational institutions. Gender stereotypes or societal norms regarding leadership roles may lead to unconscious biases against female school heads, resulting in lower ratings of job satisfaction and leadership behaviors. Similarly, cultural attitudes toward authority and hierarchy may affect perceptions of leadership effectiveness among teachers with varying years of service.

Teachers with more years of service may have different career aspirations or expectations compared to those with fewer years of experience. Experienced teachers may have reached a plateau in their careers, leading to feelings of stagnation or dissatisfaction, which could influence their ratings of job satisfaction and leadership behaviors. Female school heads, particularly those with caregiving responsibilities, may experience greater challenges in achieving work-life balance compared to their male counterparts. This imbalance could affect their ability to enact transformational leadership behaviors effectively, leading to lower ratings of job satisfaction and leadership behaviors among teachers.

According to Edgerson and Kritsonis (2019): school heads have the ability to improve teacher perceptions overall by simply attending to fundamental components inherent in quality relationships. As teachers begin to feel better about themselves and what their collective missions are as a result of significant interactions with their principals, they become more effective in the classroom. Unfortunately, there is limited additional research that focuses on the relationship between teachers and principals from the teacher's perspective. Therefore, this study is of interest because it begins to explore the relationship between teachers' perceptions of principals' leadership practices and student achievement.

Problem 8: What action plan can be designed based on the results of the study?

Rationale

The action plan is designed based on the results of the study, which highlighted key factors influencing teacher job satisfaction, including leadership behaviors, sex disparities, teaching designations, and years of service. By implementing targeted strategies to enhance leadership skills, promote sex equality, recognize teacher contributions, and support early-career teachers, educational institutions can create a positive work environment conducive to teacher satisfaction and retention. These actions aim to address specific areas of concern identified in the study while leveraging strengths and opportunities to foster a culture of support, recognition, and professional growth within the organization. Through proactive and strategic interventions, the action plan seeks to enhance teacher well-being, ultimately benefiting both educators and students alike.

Conclusions

Based on the findings of the study, the following conclusions were drawn.

The study revealed positive perceptions of leadership behaviors and job satisfaction among respondents in the educational setting. Across various leadership styles, including transformational, transactional, and situational, there was a consensus, indicating the importance of visionary, supportive, and adaptable leadership approaches. Additionally, teachers expressed satisfaction with workload management, the school environment, and recognition initiatives, highlighting a supportive work environment. These findings emphasized areas of strength and satisfaction within educational institutions, suggesting opportunities for further enhancement to sustain positive teacher experiences and benefit student outcomes.

This study concluded that leadership behaviors significantly influenced teachers' job satisfaction, with strong positive correlations observed across transformational, transactional, and situational leadership styles. Specifically, transformational leadership, emphasizing vision and support, showed the strongest correlation with job satisfaction. Additionally, various demographic and professional profile characteristics, including age, civil status, educational attainment, teaching designation, and years of service, significantly influenced both job satisfaction and perceptions of leadership behaviors among educators. These findings underscored the importance of effective leadership and tailored support strategies in enhancing teacher satisfaction and fostering a positive work environment within educational settings.

Thus, this study concluded that transformational and situational leadership positively impacted teachers' job satisfaction, while transactional leadership did not. Female teachers and those with the designation of Teacher III reported higher satisfaction levels, alongside teachers with fewer years of service. These findings underscored the significance of leadership behaviors and demographic factors in shaping teachers' satisfaction levels, providing valuable insights for educational institutions aiming to foster supportive work environments.

Based on the conclusions drawn from this study, several recommendations can be made to various stakeholders in the educational sector.

For school administrators and human resource directors, it is crucial to recognize the importance of leadership behaviors in shaping teacher satisfaction. Investing in leadership development programs that focus on enhancing transformational and situational leadership skills can significantly impact the overall work environment and teacher morale. Additionally, creating opportunities for collaborative decision-making and providing support for professional growth can further foster a positive atmosphere within the school community.

Teachers can benefit from understanding the role of leadership behaviors in influencing their job satisfaction. By actively engaging with leadership initiatives and providing feedback to administrators, teachers can contribute to the creation of a supportive work environment that meets their needs and promotes their well-being. Additionally, teachers can advocate for ongoing professional development opportunities to enhance their skills and contribute to their job satisfaction.

For future researchers, this study highlights the importance of exploring the relationship between leadership behaviors, demographic factors, and job satisfaction in greater depth. Further research could delve into specific leadership practices that contribute to teacher satisfaction and explore potential interventions to address areas of concern identified in this study.

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