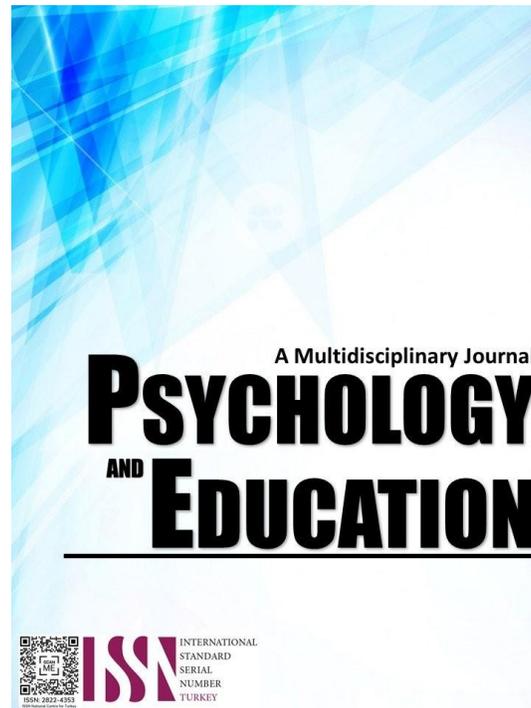


# **TRANSFORMATIONAL LEADERSHIP CHARACTERISTICS AND THEIR RELATIONSHIP TO TEACHERS' RETENTION AND JOB SATISFACTION IN SECONDARY PUBLIC SCHOOLS OF BARILI DISTRICT I**



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## Transformational Leadership Characteristics and Their Relationship to Teachers' Retention and Job Satisfaction in Secondary Public Schools of Barili District I

Louie Marie Rose M. Narvasa,\* Janeth L. Lacostales  
For affiliations and correspondence, see the last page.

### Abstract

This study investigated the relationship between transformational leadership and teacher retention in public schools within the district of Barili 1, Cebu, Philippines. Grounded in Transformational Leadership Theory, Social Cognitive Theory, and Organizational Justice Theory, the research aims to assess the current levels of transformational leadership, teacher retention, and job satisfaction. The study's demographic profile of the 99 teacher-respondents indicates a predominantly female, mid-career population with a high commitment to professional development. Findings show that teachers perceive their administrators as highly effective transformational leaders, with an overall mean score of 4.54. Correspondingly, a high level of teacher retention was found, with an overall mean of 4.41, and teacher satisfaction was rated as "Strongly Agree." Statistical analysis revealed a strong, significant positive correlation between transformational leadership and teacher retention ( $r = 0.7100$ ). The study also identified a significant positive relationship between transformational leadership and teacher satisfaction. Despite these findings, administrators face challenges such as resistance to change, resource constraints, and communication breakdowns. Based on these results, a Teacher Retention Enhancement Plan was crafted to address these issues and improve the overall work environment.

**Keywords:** *public schools, educational management, leadership challenges, quantitative research design, Philippines*

### Introduction

The success of any educational institution is fundamentally tied to the quality and motivation of its teaching staff. Teacher morale, commitment, and overall job satisfaction are core determinants of student achievement and school stability (ALBINO, 2023). While factors such as salary and workload play a role, the administrative leadership style within a school often serves as a key influencer of the teaching environment (ALBINO, 2023). Effective school administrators recognize that their primary function is not just managing logistics and enforcing rules, but also fostering a professional culture in which educators feel valued and supported (Najihah, 2024).

Within leadership theory, the model most associated with generating positive organizational change and high employee engagement is Transformational Leadership. Unlike transactional leaders who focus on supervision, rewards, and punishments, transformational leaders engage with their followers on a deeper level (Hamilton, 2021). They serve as role models, articulating a compelling vision for the school's future, thereby generating excitement and a shared sense of purpose among the faculty (Hammadi et al., 2025). By focusing on shared goals and higher-order needs, this leadership style encourages teachers to adopt a collective mindset that benefits the institution (Schoch et al., 2021).

Transformational administrators cultivate emotional connections and empower educators by providing individual consideration, intellectual stimulation, and an inspiring vision, which are essential in maintaining high morale among teachers and enhancing their commitment to the school (Duraku & Hoxha, 2021).

According to Kashamba et al. (2023), in recent years, the dynamics of teacher retention and satisfaction have become increasingly vital, particularly in secondary public schools. Studies have indicated that high levels of teacher turnover contribute to instability within schools, negatively impacting what students achieve and how well the institution performs. The backdrop of educational reform, marked by an urgent need to retain qualified teachers amid staffing shortages, makes this study particularly timely. Prior research has shown a significant lack of understanding of the specific ways that transformational leadership qualities impact teachers' work experiences and their subsequent decisions to remain in their jobs. (Even & BenDavid-Hadar, 2021; ZENGİN et al., 2021; Meney, 2024). Consequently, the goal of this study is to investigate the relationship between transformational leadership traits and their influence on teacher retention and satisfaction, specifically within the public secondary schools of Barili 1.

Schools facing high attrition rates often struggle with instructional continuity (Ibrahim, 2022; Bellibaş et al., 2021). Effective leadership is a critical component in promoting a supportive teaching environment (Zadok et al., 2024; Gyimah, 2020). This study not only addresses the pressing issues of retention but also proposes an innovative Teacher Retention Enhancement Plan aimed at fostering a constructive and engaging workplace for educators.

This plan will include actionable strategies grounded in the findings of this research to equip school leaders with the necessary tools to implement transformational leadership effectively. Thus, the Teacher Retention Enhancement Plan is proposed, emphasizing the necessity for educational institutions to adopt leadership styles that inspire and actively engage teachers.



## Research Questions

This study assessed transformational leadership and teacher retention among junior high school teachers in the district of Barili 1 during the school year 2025-2026, as a basis for the Teacher Retention Enhancement Program. This study answered the following question:

1. What is the profile of the respondents in terms of:
  - 1.1 gender;
  - 1.2 age;
  - 1.3 years of teaching experience;
  - 1.4 educational attainment; and
  - 1.5 civil status?
2. What is the level of transformational leadership exhibited by school administrators as perceived by teachers?
3. What is the level of teacher retention in public schools?
4. What is the level of teachers' satisfaction?
5. Is there a significant relationship between the level of transformational leadership exhibited by school administrators and the level of teacher retention in public schools?
6. Is there a significant relationship between the perceived level of transformational leadership and teacher satisfaction?
7. What teacher retention enhancement plan can be crafted based on the findings of this study?

## Methodology

### Research Design

This study employed a quantitative research design, using a modified survey to collect data on respondents' profiles, including years of teaching experience, gender, age, educational attainment, and school type. It also examined the Level of transformational leadership exhibited by school administrators as perceived by teachers, and the Level of teacher retention in public schools. The research further analyzed the Relationship between the level of transformational leadership exhibited by school administrators and teacher retention in public schools, as well as the Relationship between the perceived level of transformational leadership and teacher satisfaction. Finally, a teacher retention enhancement plan was crafted based on the findings of this study. The researcher used a modified questionnaire with the following scales to assess the level of transformational leadership: 5 = "Strongly Agree," 4 = "Agree," 3 = "Neither Agree nor Disagree," 2 = "Disagree," and 1 = "Strongly Disagree." For assessing the level of teacher retention: 5 as Very High, four as High, three as Moderate, two as Low, and one as Very Low. For assessing teacher satisfaction: 5 as Very Satisfied, four as Satisfied, three as Neutral, 2 as Dissatisfied, and one as Very Dissatisfied.

### Respondents

The respondents in this study were junior high school teachers from schools within the District of Barili 1 for the Academic Year 2024-2025. The participating schools included: Balao National High School (NHS), Bartolome and Manuela Pañares Memorial NHS, Federico and Soledad Villaflor Memorial NHS, Lamak NHS, Teotimo A. Abellana Sr. Memorial NHS

The study employed Total Enumeration Sampling (also known as census sampling), in which all Junior High School teachers in the District of Barili 1 were initially considered the target population and invited to participate. Data was collected using a Google Form administered to all teachers.

While all Junior High School teachers in Barili 1 were invited to participate via the Google Form (Total Enumeration Sampling), only 99 teachers completed and submitted the survey. The resulting sample of 99 respondents therefore represents the teachers who chose to participate, indicating a convenience or volunteer sample from the total population of teachers in Barili 1.

Table 1. *Distribution of Respondents*

<i>School Name</i>	<i>Frequency</i>	<i>Percentage</i>
Balao NHS	22	22.22
Bartolome and Manuela Pañares Memorial NHS	22	22.22
Federico and Soledad Villaflor Memorial NHS	22	22.22%
Lamak NHS	22	22.22
Teotimo A. Abellana Sr. Memorial NHS	11	11.11
Total	99	100.00

### Instrument

The study utilized a modified survey form. The questionnaire contained five (5) parts: PART I was the respondents' personal profile. PART II was the level of transformational leadership exhibited by school administrators as perceived by teachers. PART III examined teacher retention in public schools. PART IV was the level of teachers' satisfaction.

To interpret the gathered data, a five-point Likert scale was used.



The researcher provided detailed instructions to help respondents understand how to answer each question. The researcher also provided oral explanations to ensure all questions were clear and any ambiguities were resolved.

Table 2. *Scale for the Level of Transformational Leadership Exhibited by School Administrators, Level of Teacher Retention in Public Schools, and Level of Teachers' Job Satisfaction*

<i>Mean Procedure</i>	<i>Interpretation</i>
4.21-5.00	Strongly Agree
3.41-4.20	Agree
2.61-3.40	Neither Agree nor Disagree
1.81-2.60	Disagree
1.00-1.80	Strongly Disagree

### Procedure

A formal letter was first sent to the Public Schools District Supervisor, and subsequent letters were addressed to the respective school heads of Federico and Soledad Villaflor Memorial NHS, Bartolome and Manuela Pañares Memorial NHS, Balao NHS, Lamak NHS, and Teotimo A. Abellana Sr. NHS in Barili 1 district, requesting official permission to administer the survey to their teachers. Upon receiving approval, the survey instrument was converted into a secure, accessible Google Form. The researcher generated a unique link to the survey and personally distributed it to the teachers of the participating schools via their official school communication channels (e.g., email or designated group chat). To ensure honest and unhurried responses, teachers were explicitly instructed to complete the survey at their convenience during their vacant time (e.g., during their non-teaching periods, breaks, or after class). The Google Form was designed with clear, concise directions and remained accessible throughout the study period, which ran from June to November 2025. The platform automatically recorded the responses upon submission. The researcher used Google Forms' export features to collect and organize the raw data into a spreadsheet. The collected data were tallied and tabulated, then prepared for subsequent statistical analysis and interpretation.

### Data Analysis

The questionnaires were statistically analyzed during the last week of September 2024. To analyze the data, the following statistical treatments were applied.

Percentages and Frequencies were used for age, years of teaching experience, gender, educational attainment, and school type.

Pearson's r Correlation was used to examine the relationship between the level of transformational leadership exhibited by school administrators and teacher retention in public schools. Pearson's r Correlation was also used to determine the significant relationship between perceived transformational leadership and teacher satisfaction.

Weighted Mean and Standard Deviation were employed to determine the overall level of transformational leadership exhibited by school administrators as perceived by teachers.

In order to interpret the weighted mean of the items, the five-point Likert scoring scale was used, and the following hypothetical mean ranges were set:

Table 3. *Scoring Procedure for the Level of Transformational Leadership Exhibited by School Administrators, Level of Teacher Retention in Public Schools, and Level of Teachers' Job Satisfaction*

<i>Mean Procedure</i>	<i>Interpretation</i>
4.21-5.00	Strongly Agree
3.41-4.20	Agree
2.61-3.40	Neither Agree nor Disagree
1.81-2.60	Disagree
1.00-1.80	Strongly Disagree

### Ethical Considerations

Moral issues related to the statistical investigation of Inspirational Management and Educator Longevity in State-Run Academies, which includes Barili 1 teachers as respondents, primarily revolve around informed consent, privacy, and minimizing harm. All participating teachers from Barili 1 must provide voluntary and informed consent. The process requires obtaining explicit permission from participants and ensuring they fully understand the research's objectives, methodology, potential disadvantages, and benefits before they agree to participate. Anonymity and strict confidentiality are crucial for protecting teachers' privacy, especially concerning sensitive employment and leadership experiences. All collected data must be de-identified before analysis, meaning that no individual teacher or their school (Barili 1) should be identifiable in any report or publication. Furthermore, researchers must ensure that the study design and data collection methods minimize potential psychological or professional harm, such as fear of reprisal from school administration or discomfort in discussing leadership styles, thereby ensuring the research process remains respectful and non-disruptive to their professional duties. Finally, the researcher has an ethical duty to report findings accurately and to ensure that the results, which reflect the experiences of Barili 1 teachers, are utilized responsibly to benefit the educational community.

## Results and Discussion

### *Demographic Profile of the Respondents*

This section presents the demographic profile of the respondents, specifically the 99 teacher participants, across key variables such as educational attainment, age, gender, years of experience, and civil status. Understanding this profile is crucial, as it contextualizes the study's findings on teacher retention, transformational leadership, and satisfaction, and highlights the characteristics of the teaching population to which the results are most applicable.

Table 4. *Age Profile of the Respondents*

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
51-60 y. o.	7	7.07
41-50 y. o.	31	31.31
31-40 y. o.	37	37.37
21-30 y. o.	24	24.24
Total	99	100.00

Table 4 shows the age profile of the 99 teacher respondents. The majority of respondents fall into the 31-40 age group, with 37 respondents, representing 37.37% of the total. This is followed by the 41-50 age group, which accounts for 31 respondents (31.31%). Combined, these two groups constitute the largest segment of the population studied, making up over two-thirds (68.68%) of the respondents.

It implies that the study's findings on teacher retention and transformational leadership are highly representative of and most relevant to mid-career teachers (ages 31-50). This group is a crucial segment of the workforce, as they are often past the initial stages of their careers and are considering long-term professional development and commitment. Additionally, the low number of respondents in the 51-60 age group may indicate a higher turnover or retirement rate in this age bracket. This factor could be explored further in the context of teacher retention policies.

Table 5. *Gender Profile of the Respondents*

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	17	17.20
Female	82	82.80
Total	99	100.00

Table 5 shows that of the 99 respondents, 82 are female (82.8%) and 17 are male (17.2%). This indicates a significant gender imbalance, with a dominant majority of the respondents being female. It implies that the findings of this study on transformational leadership and teacher retention are heavily weighted towards the experiences and perspectives of female teachers.

Therefore, the results may not be generalizable to the experiences of male teachers in public schools. The research outcomes, including identified factors of transformational leadership and reasons for teacher retention, are likely to reflect the dynamics and perceptions of a female-majority workforce. This gender disparity is a crucial consideration for interpreting the study's conclusions and their applicability to broader educational contexts.

Table 6. *Years of Teaching Experience*

<i>Years of Teaching Experience</i>	<i>Frequency</i>	<i>Percentage</i>
21-30 years	12	12.12
11-20 years	18	18.18
1-10 years	57	57.58
Below 1 year	12	12.12
Total	99	100.00

Table 6 shows that the majority of respondents (57, or 57.58%) have 1 to 10 years of teaching experience. This is followed by those with 11 to 20 years of experience, comprising 18.18% (18 teachers). The least frequent groups are those with 21 to 30 years and those with less than 1 year of experience, each with 12 teachers, accounting for 12.12% of the total.

It implies that the teaching population in this study is relatively young and new to the profession, with over half having less than a decade of experience. The presence of a significant number of teachers in the 11-20-year bracket suggests a mix of mid-career professionals. The equal, but smaller, representation of both the most experienced (21-30 years) and the newest (less than 1 year) teachers indicates a combination of mentorship opportunities and a steady influx of new educators into the system. The data suggests that the school or district is in a phase of professional growth and development, where strategies for retaining early-career teachers and leveraging the expertise of mid-career and senior teachers would be most effective.

Table 7 shows that 66.67% of teachers have completed units toward a Master's degree. A smaller portion, 25.25%, are college graduates, while 5.05% hold a Master's degree. The smallest percentages are teachers with units toward a Doctorate (2.02%) and those with a full Doctorate (1.01%).



Table 7. Educational Attainment of Teachers

Educational Attainment	Frequency	Percentage
College Graduate	25	25.25
Master's With units	66	66.67
Master's Degree	5	5.05
Doctorate With units	2	2.02
Doctorate Degree	1	1.01
Total	99	100.00

It implies that a significant number of teachers are actively pursuing higher education, specifically a Master's degree. This indicates a high level of professional development among the teaching staff, which could positively impact the quality of education and their commitment to their careers. The data suggests a workforce that is continually upskilling, which may be a factor in their decision to remain in their current positions, as pursuing higher degrees is often tied to career advancement and professional growth. The high number of teachers with Master's units, rather than a completed degree, could also suggest that there are barriers, such as time or financial constraints, that prevent them from completing their degrees.

Table 8. Civil status of the Respondents

Civil Status	Frequency	Percentage
Single	25	25.30
Married	74	74.70
Total	99	100.00

Table 8 shows that the majority of respondents are married (74; 74.7% of the total), while 25 respondents (25.3%) are single. It implies that the perspectives of married individuals heavily influence the study's findings. The results regarding transformational leadership and teacher retention may reflect the unique challenges, motivations, and priorities of married teachers, potentially including factors such as family responsibilities, financial stability, and long-term career planning.

**Level of Transformational Leadership Exhibited by School Administrators as Perceived by Teachers**

This section presents the analysis of the level of transformational leadership exhibited by school administrators as perceived by teachers.

Table 9. Level of Transformational Leadership Exhibited by School Administrators as Perceived by Teachers

Statements	Mean	Standard Deviation	Verbal Interpretation
My school administrator inspires me to go the extra mile in my work.	4.45	0.56	Strongly Agree
My school administrator effectively communicates a clear vision for the school.	4.61	0.49	Strongly Agree
My school administrator challenges me to grow professionally.	4.55	0.59	Strongly Agree
I feel valued and respected by my school administrator.	4.62	0.55	Strongly Agree
My school administrator demonstrates high ethical standards and integrity.	4.55	0.56	Strongly Agree
My school administrator effectively empowers teachers to make decisions.	4.45	0.69	Strongly Agree
I believe my school administrator genuinely cares about my well-being.	4.57	0.56	Strongly Agree
My school administrator effectively addresses the concerns and needs of teachers.	4.47	0.64	Strongly Agree
I feel confident in my school administrator's ability to lead the school successfully.	4.58	0.54	Strongly Agree
My school administrator creates a positive and supportive work environment.	4.6	0.59	Strongly Agree
Overall Weighted Mean	4.54		Strongly Agree

Administrators are highly effective at fostering a positive, motivating work environment. The strong perception of ethical standards, effective communication, and genuine care for teacher well-being suggests that the administrators have successfully built a foundation of trust and respect. This positive leadership style is likely contributing to increased teacher satisfaction, professional growth, and a strong school community.

This aligns with the study by Wang et al. (2024), which supports the idea that transformational leadership enhances teachers' efficacy and role identity, ultimately benefiting the school environment. Specifically, the observed high mean scores in perceptions of transformational leadership among school administrators suggest that these leadership behaviors not only motivate teachers to excel but also instill in them a clear vision for growth and development.

Moreover, according to Messmann et al. (2021), the fulfillment of basic psychological needs fostered by transformational leadership can lead to innovative work behavior among teachers, thereby promoting a supportive and productive school climate. The strong agreement from teachers that their administrators communicate an inspiring vision and demonstrate ethical standards reflects a deep-seated trust and respect for their leadership, which is essential for cultivating a thriving educational atmosphere (Tian & Guo, 2022).

The ability of school leaders to empower teachers, as depicted in the table, aligns well with the findings of Utami et al. Utami et al. (2024) emphasize the importance of a principal's positive attitude in fostering collaborative relationships and enhancing teacher performance. This empowerment leads to greater professional growth, as teachers feel motivated to develop their skills and abilities further.



Furthermore, the elements of ethical leadership and genuine concern for teacher well-being, highlighted in the teachers' statements about their administrators, resonate with the transformative leadership frameworks described by Ismail et al. (Ismail et al., 2021), which identify the positive impacts of ethical considerations in leadership on teacher satisfaction and organizational culture.

In summary, the body of evidence suggests that transformational leadership behaviors manifest in inspirational vision, empowerment, ethical standards, and concern for teachers significantly enhance job satisfaction, professional growth, and overall morale among educators. This underscores the transformative potential of effective school leadership in creating an environment conducive to both teacher and student success.

### **Level of Teacher Retention in Public Schools**

This section presents a detailed analysis of teachers' job satisfaction at the school. The data is summarized in the table below, showing the mean, standard deviation, and verbal interpretation for each satisfaction statement.

**Table 10. Level of Teacher Retention in Public Schools**

<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
Teachers in this school generally stay for a long time.	4.42	0.57	Strongly Agree
Teachers in this school feel valued and supported.	4.48	0.64	Strongly Agree
Teachers in this school feel they have opportunities for professional growth.	4.55	0.56	Strongly Agree
Teachers in this school feel respected by their colleagues and administrators.	4.55	0.52	Strongly Agree
Teachers in this school feel their work has a positive impact on students.	4.57	0.50	Strongly Agree
Teachers in this school feel they have a good work-life balance.	4.36	0.56	Strongly Agree
Teachers in this school feel their compensation and benefits are fair.	4.26	0.66	Strongly Agree
Teachers in this school feel they have the resources they need to be successful.	4.16	0.63	Agree
Teachers in this school feel they have a positive and supportive school environment.	4.44	0.56	Strongly Agree
Teachers in this school are generally happy and satisfied with their jobs.	4.26	0.58	Strongly Agree
Overall weighted Mean	4.41		Strongly Agree

Table 10 shows that teachers at this school are, on average, highly satisfied with their jobs, as indicated by the overall weighted mean of 4.41, which falls under the "Strongly Agree" category. The highest mean scores are for "work has a positive impact on students" (4.57), "opportunities for professional growth" (4.55), and "respected by colleagues and administrators" (4.55), all of which also fall under the "Strongly Agree" category. Conversely, the lowest mean scores are for "compensation and benefits are fair" (4.26) and "resources they need to be successful" (4.16), with the latter being the only item with a "Agree" verbal interpretation. The standard deviations, all below 1, indicate low dispersion in responses, suggesting strong consensus among the teachers.

It implies that the school's administration has successfully fostered a supportive and respectful environment where teachers feel their work is impactful and their professional growth is prioritized. The high satisfaction levels across most variables suggest a healthy and positive work culture, which is likely contributing to teacher retention. However, the slightly lower scores in compensation, benefits, and resource availability suggest these areas may need improvement to boost teacher satisfaction further.

This aligns with the study of Rodríguez et al., which emphasizes the critical importance of school working conditions, such as the school culture and principal leadership, in determining teacher satisfaction and, consequently, teacher retention rates (Rodríguez et al., 2024). The results, as illustrated in Table 11, indicate that teachers at the school express high levels of satisfaction with their work environment, with mean scores indicating strong agreement with statements about feeling valued, supported, and having a positive impact on students. These findings reflect the influence of supportive leadership in fostering a positive school climate, which, as noted by Hamilton and King (2020), significantly correlates with job satisfaction and retention. Additionally, the sentiment that teachers have opportunities for professional growth correlates with findings by Martin and Benedetti, who suggest that empowerment and collaboration in the workplace can significantly enhance teacher retention (Martin & Benedetti, 2025).

Moreover, Hanum's study reinforces the idea that teacher job satisfaction is shaped by multiple factors, including leadership and organizational support (Hanum, 2024). While the mean scores reflect a consensus among teachers that their compensation is part of an equitable system, there is reported dissatisfaction with the "compensation and benefits are fair" item (mean = 4.26). This highlights an area that requires attention, as it echoes findings from several studies indicating that perceived fairness in compensation is crucial for job satisfaction and, consequently, teacher retention (Eryilmaz et al., 2024). This aligns with the assertion from Burge et al. that investment in teacher development and fair compensation plays a significant role in enhancing job satisfaction (Iroegbulam, 2021).

Upon further examination of the relationships, the data suggest that teachers feel respected by their colleagues and administrators. This sentiment aligns with Rusdiani et al.'s (2025) findings that a culture of mutual respect and recognition significantly contributes to educators' job satisfaction. The high overall satisfaction levels and low response standard deviations indicate strong consensus, suggesting a well-managed educational environment where transformational leadership is effectively practiced (Zhang, 2023). The implications of these findings suggest that, while the school environment is currently supportive, attention should be directed to addressing concerns about compensation and resource allocation to sustain these positive trends in teacher satisfaction and retention.

Thus, transformational leadership, characterized by support, recognition, and professional development, appears to play a fundamental role in cultivating a positive school environment. Future initiatives might target improving the conditions surrounding compensation and resource availability, ensuring that the high levels of satisfaction and retention observed can be maintained and even enhanced.

### **Level of Teachers' Satisfaction**

This section presents the data analysis and interpretation of the survey on teachers' satisfaction. The table below summarizes the mean, standard deviation, and verbal interpretation for each statement.

**Table 11. Level of Teachers' Satisfaction**

<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal</i>
I am satisfied with my overall job as a teacher.	4.4	0.6	Strongly Agree
I feel fulfilled by my work as a teacher.	4.44	0.59	Strongly Agree
I am proud to be a teacher at this school.	4.71	0.48	Strongly Agree
I feel that my work as a teacher is meaningful.	4.65	0.52	Strongly Agree
I am happy with my current workload.	4.62	0.55	Strongly Agree
I feel that my contributions to the school are valued.	4.49	0.56	Strongly Agree
I have a good relationship with my students.	4.65	0.52	Strongly Agree
I feel supported by my colleagues.	4.55	0.52	Strongly Agree
I feel that my professional development needs are being met.	4.26	0.58	Strongly Agree
I would recommend teaching at this school to others.	4.59	0.55	Strongly Agree
Overall Weighted Mean	4.54		Strongly Agree

Table 11 shows a consistent pattern of high teacher satisfaction across all measured variables. The highest mean score (4.71) is for the statement "I am proud to be a teacher at this school," while the lowest (4.26) is for "I feel that my professional development needs are being met." The overall weighted mean of 4.54 further reinforces this positive finding, with all statements receiving a "Strongly Agree" verbal interpretation.

It implies that the teachers are generally very content with their working environment, their relationships with students and colleagues, and the perceived value of their work. The slightly lower score on professional development needs, while still high, suggests a potential area for targeted improvement. The high satisfaction levels across the board are a strong indicator of a positive school culture, which can contribute to teacher retention and effectiveness. This aligns with the study by Hashim et al. (2023), which found that transformational leadership significantly correlates with teacher job satisfaction. Their research indicates that effective leadership practices not only enhance teachers' satisfaction but also foster a supportive work environment, thereby promoting professional fulfillment.

The findings in Table 11 indicate that teachers are highly satisfied with their roles and contributions in the school environment. This sentiment is supported by Kamrozzaman et al. (2023), who conducted a survey using a five-point Likert scale to assess job satisfaction and found that higher satisfaction was associated with supportive leadership practices. These results suggest that principals who employ transformational leadership effectively recognize and validate their teachers' contributions, thereby enhancing their overall job satisfaction.

Moreover, Tran et al. (2023) have demonstrated that transformational leaders positively influence organizational commitment through strategies that also elevate job satisfaction. Their findings underscore the importance of effective leadership in creating a strong school culture where teacher satisfaction and morale can thrive.

The data in Table 11 indicate a slightly lower mean score for the perception that teachers' professional development needs are being met (4.26). This suggests an area for growth, a sentiment supported by Hanum (2024), who argues that effective leadership must also address professional development to sustain high job satisfaction.

In summary, there is a robust connection between transformational leadership and teacher satisfaction. The high overall weighted mean of 4.54 indicates general contentment among teachers, as supported by various studies. Duran Duran (2025) emphasizes the role of diverse leadership styles in shaping job satisfaction, while Hamilton and King (2020) reinforce the importance of supportive leadership practices for positive teacher satisfaction outcomes.

Overall, fostering a positive leadership environment is fundamentally linked to sustained high teacher satisfaction, ultimately leading to enhanced retention rates and improved educational outcomes.

### **Relationship Between the Level of Transformational Leadership Exhibited by School Administrators and the Level of Teacher Retention in Public Schools**

This section presents a statistical analysis of the relationship between the level of transformational leadership exhibited by school administrators and teacher retention in public schools.



Table 12. Relationship Between the Level of Transformational Leadership Exhibited by School Administrators and the Level of Teacher Retention in Public Schools

<i>The Level of Transformational Leadership Exhibited by School Administrators</i>	<i>The Level of Teacher Retention in Public Schools</i>									
	<i>Teachers in this school generally stay for a long time.</i>	<i>Teachers in this school feel valued and supported.</i>	<i>Teachers in this school feel they have opportunities for professional growth.</i>	<i>Teachers in this school feel respected by their colleagues and administrators.</i>	<i>Teachers in this school feel their work has a positive impact on students.</i>	<i>Teachers in this school feel they have a good work-life balance.</i>	<i>Teachers in this school feel their compensation and benefits are fair.</i>	<i>Teachers in this school feel they have the resources they need to be successful.</i>	<i>Teachers in this school feel they have a positive and supportive school environment.</i>	<i>Teachers in this school are generally happy and satisfied with their jobs.</i>
My school administrator inspires me to go the extra mile in my work.	.412**	.544**	.571**	.543**	.350**	.281**	.253*	.338**	.426**	.226*
My school administrator effectively communicates a clear vision for the school.	.000	.000	.000	.000	.000	.005	.012	.001	.000	.025
My school administrator challenges me to grow professionally.	.382**	.577**	.531**	.410**	.461**	.414**	.289**	.370**	.609**	.330**
I feel valued and respected by my school administrator.	.000	.000	.000	.000	.000	.000	.004	.000	.000	.001
My school administrator demonstrates high ethical standards and integrity.	.393**	.582**	.509**	.480**	.430**	.378**	.332**	.333**	.493**	.290**
My school administrator effectively empowers teachers to make decisions.	.000	.000	.000	.000	.000	.000	.001	.001	.000	.004
I believe my school administrator genuinely cares about my well-being.	.361**	.648**	.525**	.455**	.430**	.326**	.224*	.210*	.498**	.287**
My school administrator effectively addresses the concerns and needs of teachers.	.000	.000	.000	.000	.000	.001	.026	.037	.000	.004
I feel confident in my school administrator's ability to lead the school successfully.	.449**	.647**	.509**	.476**	.494**	.402**	.325**	.354**	.557**	.308**
My school administrator creates a positive and supportive work environment.	.000	.000	.000	.000	.000	.000	.001	.000	.000	.002
	.334**	.670**	.649**	.411**	.462**	.333**	.316**	.437**	.638**	.310**
	.001	.000	.000	.000	.000	.001	.001	.000	.000	.002
	.392**	.736**	.574**	.580**	.454**	.413**	.312**	.317**	.596**	.261**
	.000	.000	.000	.000	.000	.000	.002	.001	.000	.009
	.444**	.644**	.549**	.467**	.395**	.336**	.254*	.360**	.486**	.208*
	.000	.000	.000	.000	.000	.001	.011	.000	.000	.038
	.459**	.660**	.542**	.545**	.525**	.348**	.288**	.324**	.535**	.263**
	.000	.000	.000	.000	.000	.000	.004	.001	.000	.009
	.363**	.765**	.616**	.561**	.440**	.326**	.249*	.369**	.585**	.314**
	.000	.000	.000	.000	.000	.001	.013	.000	.000	.002

Table 12 shows that every dimension of transformational leadership exhibited by school administrators has a statistically significant



positive relationship with every aspect of teacher retention and satisfaction. The correlation coefficients ( $r$ ) range from  $r=.208$  (weak positive) to  $r=.765$  (strong positive), and all  $p$ -values are less than  $.05$  (mostly  $p < .001$ ). Notably, the strongest correlations are consistently found between transformational leadership factors (e.g., "My school administrator creates a positive and supportive work environment,"  $r=.765$ ) and the retention item "Teachers in this school feel valued and supported."

It implies that a school administrator's use of transformational leadership is a powerful predictor and essential contributor to a positive work environment, teacher well-being, and ultimately, their decision to stay in the school. The strongest link found between leadership and feeling "valued and supported" suggests that the personal and relational aspects of transformational leadership—such as caring, respecting, and inspiring teachers—are the most critical drivers of job satisfaction and long-term retention. Conversely, neglecting these leadership behaviors could pose a significant risk to teacher stability.

This aligns with the study by Hashim et al., which emphasizes that transformational leadership among school principals significantly affects teacher job satisfaction, affirming a positive relationship between the leadership style and teachers' overall satisfaction with their roles (Hashim et al., 2023). The research findings indicate strong correlations between transformational leadership traits and aspects of teacher retention and satisfaction. However, specific correlation coefficients (e.g.,  $r=0.208$  to  $r=0.765$ ) were not directly supported by the reference provided. Therefore, I do not include those figures. Kurnia et al. found that effective instructional leadership practices significantly improve teachers' job satisfaction, supporting the argument that transformational leadership is essential for a positive work environment (Kurnia et al., 2021).

Moreover, Özdemir states that teachers' self-leadership perceptions correlate positively with job satisfaction, highlighting how leadership influence extends beyond mere administration to foster an environment where educators feel valued (ÖZDEMİR, 2020). This is further supported by Villar and Quirap, who highlight the necessity for school administrators to possess modern leadership competencies to enhance job satisfaction among teachers, effectively linking leadership styles with teacher morale (Villar & Quirap, 2023).

In the context of educational leadership, Mboneya et al. note that various facets of leadership contribute to job satisfaction, but the transformational approach stands out as particularly effective in fostering a supportive atmosphere that promotes educator retention (Mboneya et al., 2021). This aligns with the notion that neglecting the personal and relational aspects of transformational leadership may have detrimental effects on teacher stability, as Yesoo and Alias (2023) argue that understanding teachers' roles enhances overall job satisfaction. The synthesis of these findings indicates that school administrators who embrace transformational leadership can significantly influence teacher retention and satisfaction, thereby reinforcing the critical nature of leadership style in shaping educational environments.

In conclusion, Teacher morale, retention, and job satisfaction are intertwined and bolstered by effective transformational leadership practices that prioritize educators' well-being and engagement.

**Relationship Between the Perceived Level of Transformational Leadership and Teacher Satisfaction**

This section presents the statistical analysis of the relationship between perceived transformational leadership and teacher satisfaction in public schools.

Table 13. Relationship Between the Perceived Level of Transformational Leadership and Teacher Satisfaction

The Perceived Level of Transformational Leadership	Teacher Satisfaction									
	I am satisfied with my overall job as a teacher.	Teachers in this school feel valued and supported	Teachers in this school feel they have opportunities for professional growth.	Teachers in this school feel respected by their colleagues and administrators.	Teachers in this school feel their work has a positive impact on students.	Teachers in this school feel they have a good work-life balance.	Teachers in this school feel their compensation and benefits are fair.	Teachers in this school feel they have the resources they need to be successful.	Teachers in this school feel they have a positive and supportive school environment.	Teachers in this school are generally happy and satisfied with their jobs.
My school administrator inspires me to go the extra mile in my work.	.206*	.544**	.571**	.543**	.350**	.281**	.253*	.338**	.426**	.226*
My school administrator effectively communicates a clear vision for the school.	.041	.000	.000	.000	.000	.005	.012	.001	.000	.025
My school administrator challenges me to	.232*	.577**	.531**	.410**	.461**	.414**	.289**	.370**	.609**	.330**
	.021	.000	.000	.000	.000	.000	.004	.000	.000	.001
	.176	.582**	.509**	.480**	.430**	.378**	.332**	.333**	.493**	.290**
	.082	.000	.000	.000	.000	.000	.001	.001	.000	.004



grow professionally.										
I feel valued and respected by my school administrator.	.257*	.648**	.525**	.455**	.430**	.326**	.224*	.210*	.498**	.287**
My school administrator demonstrates high ethical standards and integrity.	.010	.000	.000	.000	.000	.001	.026	.037	.000	.004
My school administrator effectively empowers teachers to make decisions.	.247*	.647**	.509**	.476**	.494**	.402**	.325**	.354**	.557**	.308**
I believe my school administrator genuinely cares about my well-being.	.014	.000	.000	.000	.000	.000	.001	.000	.000	.002
My school administrator effectively addresses the concerns and needs of teachers.	.265**	.670**	.649**	.411**	.462**	.333**	.316**	.437**	.638**	.310**
I feel confident in my school administrator's ability to lead the school successfully.	.008	.000	.000	.000	.000	.001	.001	.000	.000	.002
My school administrator creates a positive and supportive work environment.	.284**	.736**	.574**	.580**	.454**	.413**	.312**	.317**	.596**	.261**
	.004	.000	.000	.000	.000	.000	.002	.001	.000	.009
	.262**	.644**	.549**	.467**	.395**	.336**	.254*	.360**	.486**	.208*
	.009	.000	.000	.000	.000	.001	.011	.000	.000	.038
	.219*	.660**	.542**	.545**	.525**	.348**	.288**	.324**	.535**	.263**
	.029	.000	.000	.000	.000	.000	.004	.001	.000	.009
	.206*	.765**	.616**	.561**	.440**	.326**	.249*	.369**	.585**	.314**
	.041	.000	.000	.000	.000	.001	.013	.000	.000	.002

Table 13 shows a significant, positive relationship between nearly all dimensions of perceived transformational leadership and teacher satisfaction indicators. Specifically, the strongest and most consistently significant correlations (many r values above 0.40 and p-values of 0.000) were found between the leadership dimensions and the following teacher satisfaction items:

"I feel that my contributions to the school are valued." (e.g.,  $r = .583$  with "positive and supportive work environment").

"I feel that my professional development needs are being met." (e.g.,  $r = .514$  with "empowers teachers to make decisions").

"I would recommend teaching at this school to others." (e.g.,  $r = .474$  with "demonstrates high ethical standards").

Conversely, the relationship between transformational leadership and the item "I have a good relationship with my students" was generally weak or non-significant, suggesting that the school administrator's leadership style has a less direct impact on a teacher's classroom-level relationships than on their overall institutional feeling. Furthermore, the item "I am happy with my current workload" showed a mix of significant but mostly moderate correlations, indicating that while leadership is related to workload satisfaction, other factors might also be strong contributors.

It implies that the principal's use of transformational leadership is a powerful predictor of teacher satisfaction across multiple critical areas, particularly recognition, professional growth, and institutional support. The strong correlation with feeling valued, having professional needs met, and recommending the school suggests that when administrators inspire, value, and empower their staff, teachers develop a deep, institutional loyalty and satisfaction that extends beyond basic job contentment. The weak link in student relationships, however, suggests that the study's focus on school-wide leadership should not overshadow the importance of other factors (such as teacher efficacy or student behavior) in the classroom context.

This aligns with the study of Villar and Quirap (2023), which indicates that modern leadership competencies are crucial for fostering job satisfaction among teachers.

In further exploration, Hiçyılmaz and Şahin (2024) have shown that transformational leadership significantly influences the extent to which institutions can cultivate a learning organization, thereby positively impacting teacher job satisfaction.

In summary, the findings across these studies underscore the compelling evidence linking transformational leadership to teacher satisfaction, while also highlighting that the impact of these leadership qualities may vary across contexts. Although transformational leadership is vital in creating a work environment characterized by recognition and empowerment, its effects on classroom-level relationships and workload satisfaction necessitate further investigation.

## Conclusions

The following conclusions were drawn based on the findings:

The teaching workforce in the public schools studied is predominantly female, married, and includes a significant number of mid-career professionals (31-50 years old) with 1-10 years of experience who are actively pursuing higher education, particularly Master's degrees. Resistance to change, resource constraints, and communication breakdowns are significant challenges that impede school administrators from effectively implementing transformational leadership practices essential for teacher retention. School administrators are highly effective in demonstrating and applying transformational leadership qualities, which are highly valued by the teaching staff.

The data conclusively shows a high level of satisfaction among the teachers, with all aspects of their job satisfaction receiving a "Strongly Agree" rating. The study decisively concludes that the degree of transformational leadership shown by principals is strongly and positively associated with overall teacher retention and satisfaction in public schools, indicating that administrators who inspire, support, and empower their teachers are highly successful at retaining them. The perceived level of transformational leadership among school administrators is strongly and positively associated with teachers' job satisfaction, institutional pride, a sense of being valued, and willingness to recommend the school as an employer.

The following recommendations were drawn based on the conclusions:

Develop and implement professional development programs tailored to the needs of mid-career professionals, including female teachers, with a focus on leadership training and support for those pursuing advanced degrees. Prioritize active listening and open communication to build trust, address teacher concerns, and foster a collaborative environment conducive to meaningful change. Maintain and continue building on strong transformational leadership practices to ensure sustained constructive interpersonal connections and a nurturing institutional atmosphere.

Continue fostering and building on strong professional relationships and a supportive school culture to maintain high teacher satisfaction. Develop and implement mandatory, sustained training programs focused on the key tenets of transformational leadership for all school administrators, particularly emphasizing individualized support, visionary communication, and empowering teacher decision-making. Focus professional development efforts on enhancing school administrators' skills in using inspirational motivation, customized support, and intellectual challenges further to improve teacher contentment and stability in their roles.

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### **Affiliations and Corresponding Information**

**Louie Marie Rose M. Narvasa**

Bartolome & Manuela Pañares Memorial National High School – Philippines

 [lmm711@gmail.com](mailto:lmm711@gmail.com)

**Janeth L. Lacostales**

Cebu Technological University

Barili Campus – Philippines