

Leadership Styles of School Heads: Impact on Teachers' Job Satisfaction



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ABSTRACT: This study was undertaken to determine the level of leadership styles of public school heads in terms of strategic, transformational, situational, servant and instructional Leadership; to determine the level of teachers' job satisfaction in terms of compensation and benefits, social relationship and work environment; to find the significant relationship between leadership styles of public school heads and teachers' job satisfaction; and to identify the independent variables singly or in combination that impact/s teachers' job satisfaction. The study was conducted at Jasaan North District, Division of Misamis Oriental to one hundred thirty-four (134) teachers as actual respondents through stratified random sampling. The study employed a descriptive-correlational and causal design, which included a quantitative approach through an adapted and modified questionnaire. The study used mean and standard deviation, Pearson Product-Moment Correlation and Multiple Regression Analysis to find the relationships among the variables and the most impactful variable/s. The results showed that the school heads' leadership style was at very high extent especially on strategic leadership style. The teachers' job satisfaction was at satisfied level. A significant low to moderate correlation with transformational and instructional leadership styles having great impact on teachers' job satisfaction. Thus, school heads may continue to develop and uphold their skills in practicing leadership styles and give more explicit strategies to support teachers' professional growth, to increase teachers' compensation and benefits for teachers to attain job satisfaction.

KEYWORDS: Job satisfaction, leadership styles, school heads, teachers

I. INTRODUCTION

Leadership in schools is important everywhere in the world. Leading a school is a very sensitive and complex undertaking because there are many things to think about and pay attention to extraordinary achievements from ordinary people. It is crucial to cultivate leadership styles that adapt to the demands of various contexts and the constituents of an organization. Effective leaders select their approach according to the conditions that influence and inspire them to accomplish objectives and goals.

Republic Act 9155, also known as the Governance of Basic Education Act, states that a school must be managed by the school head who has "the authority, responsibility, and accountability for achieving higher learning outcomes." His roles include but are not limited to leadership, management, teacher evaluation, and enforcing student discipline. With the various functions and duties stipulated above, the weight of the act rests on the shoulders of the principals. A leader's style of leadership influences how they inspire and guide others to accomplish shared objectives within the organization (Al Khajeh, 2018). But every leader has a certain talent. Nobody must possess all necessary traits for leadership. Successful school heads are those who established the role of being a leader that build strong leadership to achieve a progressive goal of schools' vision and mission (Estacio M. & Estacio D., 2022).

Job Satisfaction is the amount of pleasure or contentment associated with a job (Oco, et.al., 2022). Teacher's satisfaction is crucial to their teaching performance. The teachers' very high level of job satisfaction on school heads supervision and job security is contributing factor to their work performance. The teachers' work performance is inversely affected by the school head's guidance and directly affected by the teachers' job security (Baluyos, 2019). The foundation of this study is anchored on the premise that leadership style of public school heads lead to the teachers' job satisfaction. The purpose of the researcher to do this study is to determine whether the job satisfaction of teachers and the leadership styles of school heads will be significantly correlated.

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The paradigm of the study anchored on the Path-goal Theory of Leadership of House (1991) in Baumeier (2022) which focused on how leaders influence followers' expectations and the belief that employees' performance greatly influenced by the leaders' leadership behavior. Moreover, House's theory advocates that leadership styles influence followers' work performance and leadership viewed as position or power but rather leaders served as coaches and facilitators to their subordinates.

Thus, the multidimensional field of leadership led to different approaches and new developments which demonstrates that leadership depends on personal aspects and progresses as various properties determined: the behavioral approach which leadership behaviors could be learned in the afterward; the modern approach which centers on human relationships in organizational structure; and the contingency approach which emphasizes the different conditions required different leadership styles (King & Vaiman, 2019). Additionally, it has been discovered that a leader's style affects how motivated and satisfied they are with their work, as well as how they establish a learning atmosphere, manage people and implement school changes (Waheed, et. al., 2018). However, each of these leadership styles have some pros and cons. If one style is not working, consider trying another one.

II. METHODOLOGY

This study incorporated respondents, data analysis, and interpretation, it employed quantitative research using correlational and causal design. This research focused on testing ideas and hypotheses that regulate and modify variables through the interpretation of numerical data.

Quantitative research explained a research problem through a presentation of trends or the requirement for an explanation of the relationship between variables. It employed a deductive reasoning, in which the researcher formulated hypotheses, gathered information to investigate the problem, and then used the data from the investigation, after analysis was made and conclusions were shared, to prove whether the null hypotheses were accepted or rejected (Namocatcat, 2022). Furthermore, causal research design looks for cause and effect relationships. However, unlike an experiment but like a correlational study, this research design did not manipulate any variables in the study (Ravid, 2019).

In quantitative research, structured research instruments were typically used to collect data and information. A wider sample population served as the foundation for the data collection findings because the research study was highly reliable then typically be duplicated.

This study utilized various descriptive statistics like mean and standard deviation were employed for Problem 1 and 2. Pearson Product Moment Correlation Coefficient, sometimes known as Pearson (r) was used to ascertain significant relationship between the level of leadership styles of school heads and the level of teachers' job satisfaction. Multiple linear regression was used to predict the impact of independent to dependent variables.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of leadership styles of public-school heads in terms of:

- 1.1. strategic leadership;
- 1.2. transformational leadership;
- 1.3. situational leadership;
- 1.4. servant leadership; and
- 1.5. instructional leadership?

Table 1: Overall Leadership Styles of Public-School Heads

Variables	Mean	SD	Description	Interpretation
Strategic Leadership	4.46	0.55	Always	Very High Extent
Transformational Leadership	4.36	0.56	Always	Very High Extent
Situational Leadership	4.23	0.55	Always	Very High Extent
Servant Leadership	4.28	0.55	Always	Very High Extent
Instructional Leadership	4.30	0.57	Always	Very High Extent
Overall Mean	4.33	0.56	Always	Very High Extent
Note:	4.21 - 5.00 Very High Extent	3.41 - 4.20 High Extent	2.61 - 3.4 Moderate Extent	
	1.81 - 2.60 Low Extent	1.00 - 1.80 Very Low Extent		

Table 1 presents the overall level of leadership styles of public school heads. It reveals that it has an overall Mean of 4.33 with SD=0.56, described as Always and interpreted as Very High Extent. This implies that public school heads always performed

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different leadership styles in their administration and instructional functions. School leadership involves directing the skills and efforts of teachers, students, and parents toward achieving common goals. The school leaders establish inclusive and motivating learning environments to provide individualization, mentorship, positive reinforcement, relevance, and differentiation.

Oco (2022) stated that leadership styles of school heads play a vital role to the success of the school and the teachers. Their leadership skills in various circumstances will help them in providing assistance and guidance to the teachers as well as to the students. Being a school head is a great opportunity as well as a great challenge.

Moreover, public school heads' Strategic Leadership, has the highest Mean of 4.46 with SD=0.55, described as Always and interpreted as Very High Extent. This finding implies that school heads or the center of the organizational learning process anticipate challenges or opportunities and adapt strategies that will help to prioritize areas for improvement. In addition, school heads utilized a strategic leadership style to improve strategic productivity, foster innovation and focus on management to aid with high quality instruction and learning reinforcement.

Strategic leadership constitutes an important component of an organization's management (Samimi et al., 2020). Thus, school heads who are strategic leaders established clear directions, allocated resources physically and considered various perspectives before making choices. Further, they are good communicators and attentive listeners who have the ability to influence others voluntarily in decision-making to enhance the school's long-term goals and success.

On the other hand, public school heads' Situational Leadership has the lowest Mean of 4.23 with SD=0.55, which is still described as Always and interpreted as Very High Extent. This finding implies that school heads always modify and adapt different approaches based on the competence and commitment of teachers and other personnel. School heads still have to continue these skills on this type of leadership as it provides advantages that are also important in their dealings with the challenges and functions of the school.

Situational leadership required individuals to be flexible and modify their conduct based on the situations without adhering to a set formula (Walls, 2019). Thus, situational school leaders foster a more collaborative and supportive environment that values different needs and abilities to every situation.

Problem 2. What is the level of teachers' job satisfaction in terms of:

- 2.1. Compensation and Benefits
- 2.2. Social Relationship
- 2.3. Work Environment?

Table 2: Overall Teachers' Job Satisfaction

Variables	Mean	SD	Description	Interpretation
Compensation and Benefits	3.65	0.60	Agree	Satisfied
Social Relationship	4.35	0.56	Strongly Agree	Strongly Satisfied
Work Environment	4.31	0.55	Strongly Agree	Strongly Satisfied
Overall Mean	4.10	0.57	Agree	Satisfied
Note: 4.21 - 5.00 Strongly Satisfied	3.41 - 4.20 Satisfied		2.61 - 3.40 Moderate	
1.81.1 - 2.60 Dissatisfied	1.00 - 1.80 Strongly Dissatisfied			

Moreover, the level of teachers' job Satisfaction in terms of Social Relationship, has the highest Mean of 4.35 with SD=0.56, described as Strongly Agree and interpreted as Strongly Satisfied. This implies that public school teachers in Jasaan North District strongly agree that social support can foster teachers' satisfaction in which strong relationships with co-teachers, administrators and parents create a sense of belongingness, reduce stress and provide emotional and moral support. Thus, positivity and productivity can enhance more in the working environment.

Teachers working in collaboration experienced a sense of shared responsibility and job satisfaction (Kramer et al., 2018). When teachers work in an environment or workplace that helps one another they feel confident and comfortable knowing that they have the shoulder to rely on, but they also get the opportunity to give back by supporting and aiding their co-teachers.

On the other hand, the level of teachers' job satisfaction in terms of Compensation and Benefits has the lowest Mean of 3.65 with SD=0.60, which is described as Agree and interpreted as Satisfied. This implies that increasing teachers' compensation and benefits can lead to higher retention rates. Hence, teachers who feel supported by benefits are more likely to stay in their job. With the continuous increase of prime commodities, it is just normal that teachers too will look for additional sources of income or look for a job that has better benefits than the one that they currently have.

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The benefits are giving importance on employees' welfare and financial security (Kristal, 2017). When the tenure of a job is secured and the salary and benefits are competitive and can support the teachers' need, they do not think of leaving and finding a new one. The crisis brought about by the pandemic is still felt up to this day making the teachers feel that they need security and stability.

Problem 3. Is there a significant relationship between the leadership styles of public school heads and the level of teachers' job satisfaction?

Table 3 shows the test correlation between leadership styles of public school heads and teachers' job satisfaction. The independent variable is the school heads' leadership styles in terms of strategic leadership, transformational, situational, servant and instructional. Moreover, teachers' job satisfaction involves compensation and benefits, social relationship and work environment.

For Strategic Leadership, it registered a computed r-value of 0.412 with computed p-value of 0.001. The computed p-value is less than the p-critical value of 0.05 level of significance. This implies that significant low positive correlation between school heads' leadership styles and teachers' job satisfaction was established when strategic leadership is taken into consideration. Leadership is an important factor in the management and maintenance of a smooth and productive school operation. It serves as the schools' and teachers' guide in achieving goals and objectives as well as on performing their duties and responsibilities according to the standards set by the government. Thus, strategic leadership style must be given importance.

Table 3: Test Correlation on Leadership Styles of Public-School Heads and Teachers' Job Satisfaction

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Strategic Leadership	0.412	0.001	Low Positive Correlation	Reject Ho	Significant
Transformational Leadership	0.556	0.004	Moderate Positive Correlation	Reject Ho	Significant
Situational Leadership	0.501	0.001	Moderate Positive Correlation	Reject Ho	Significant
Servant Leadership	0.498	0.012	Low Positive Correlation	Reject Ho	Significant
Instructional Leadership	0.551	0.001	Moderate Positive Correlation	Reject Ho	Significant

Note: Significant when computed p-value < 0.05

Strategic leadership was found to be a significant factor influencing employees' vision and organizational change, which is a crucial component of creativity and productivity in the studies by Sarwar et al. (2022) and Oco (2022). Therefore, creating a healthy work environment on the school campus required strong leadership and inspiring hard effort from each employee.

For Transformational Leadership, it registered a computed r-value of 0.556 with computed p-value of 0.004. The computed p-value is less than the p-critical value of 0.05 level of significance. This implies that significant moderate positive correlation between school heads' leadership styles and teachers' job satisfaction was established when transformational leadership is taken into consideration. Leadership is an important factor in the management and maintenance of a smooth and productive school operation. It serves as the schools' and teachers' guide in achieving goals and objectives as well as on performing their duties and responsibilities according to the standards set by the government. Thus, transformational leadership style must be given importance.

According to Postrano (2020) and Oco (2022), transformative schools provide an example for others to follow, inspiring bravery, self-assurance, and a commitment to work for the greater good. Teachers who work with transformational leaders get the trust, respect, and admiration of their peers and are inspired to go above and beyond expectations.

For Situational Leadership, it registered a computed r-value of 0.501 with computed p-value of 0.001. The computed p-value is less than the p-critical value of 0.05 level of significance. This implies that significant moderate positive correlation between school heads' leadership styles and teachers' job satisfaction was established when situational leadership is taken into consideration. Leadership is an important factor in the management and maintenance of a smooth and productive school operation. It serves as the schools' and teachers' guide in achieving goals and objectives as well as on performing their duties and responsibilities according to the standards set by the government. Thus, situational leadership style must be given importance. Northouse (2021) bolsters the results with his claim that this kind of leadership may be adjusted to fit a variety of circumstances.

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It went on to say that among other situational considerations, situational leadership fosters teamwork and builds a sense of security. Therefore, teachers and school administrators need to possess this kind of leadership.

For Servant Leadership, it registered a computed r-value of 0.498 with computed p-value of 0.012. The computed p-value is less than the p-critical value of 0.05 level of significance. This implies that significant low positive correlation between school heads' leadership styles and teachers' job satisfaction was established when servant leadership is taken into consideration. Leadership is an important factor in the management and maintenance of a smooth and productive school operation. It serves as the schools' and teachers' guide in achieving goals and objectives as well as on performing their duties and responsibilities according to the standards set by the government. Thus, servant leadership style must be given importance. Canavesi et al. (2020) as well as Oco (2022), claimed that servant school leaders are morally grounded individuals who put the interests of their stakeholders and staff above their own needs, corroborate this conclusion. In addition, servant leaders delegate authority and make decisions alongside their followers in order to promote a trustworthy and cooperative atmosphere.

For Instructional Leadership, it registered a computed r-value of 0.551 with computed p-value of 0.001. The computed p-value is less than the p-critical value of 0.05 level of significance. This implies that significant moderate positive correlation between school heads' leadership styles and teachers' job satisfaction was established when instructional leadership is taken into consideration. Leadership is an important factor in the management and maintenance of a smooth and productive school operation. It serves as the schools' and teachers' guide in achieving goals and objectives as well as on performing their duties and responsibilities according to the standards set by the government. Thus, instructional leadership style must be given importance. The importance of instructional leadership was demonstrated by establishing responsibilities that included managing literary projects, empowering educators through professional development, and creating an engaging vision and mission. In order to ensure that teachers' sacrifices and efforts are in line with the department's and the school's objectives, school heads must take the lead in this regard (Hallinger, 2018).

Moreover, even if the correlation is weak to moderate level only, it still indicates a significant relationship, public school heads improve teachers' satisfaction by giving more explicit strategies to support teachers' professional growth and collaboration. The leadership style of school heads influenced the teachers' job satisfaction (Angwaomaodoko, 2023). Thus, school leadership is an essential component for effective and efficient institutions to set leadership philosophies for the employees' satisfaction to their job.

Problem 4. Which of the independent variables singly or in combination impact of job satisfaction?

Table 4 presents multiple regression analysis with independent variables that singly or in combination impact/s the teachers' job satisfaction. It is proved that only two (2) out of the five (5) independent variables have positively associated with the teachers' job satisfaction where $\beta = 0$ as null and the alternative of $\beta \neq 0$. Moreover, Transformational Leadership ($\beta = 0.4882$, t-value = 6.4457, p-value = 0.001) and Instructional Leadership ($\beta = 0.4637$, t-value = 4.3627, p-value = 0.001) have a positively impacted the teachers' job satisfaction.

This suggests that practicing transformational and instructional leadership as a public-school head can be in combination impact to the teachers' job satisfaction. An increase of school heads' efforts in terms of their transformational and instructional leadership styles would mean a 47.9% increase of the teachers' job satisfaction. Meanwhile, 52.1% attributed to the variable/s not included in this study. Thus, school heads should continue to inspire the teachers while giving them appropriate assistance that will help them more productive and better teachers.

Table 4: Regression Analysis on Leadership Styles of Public-School Heads and Overall Level of Teachers' Job Satisfaction

Variables	UC		SC	t-value	Sig. (P-value)	Decision
	B	SE	β			
Constant	0.2514	0.3141	0.1748	3.9426	0.001	
Strategic Leadership	0.0468	0.0664	0.0188	1.0780	0.067	Accept Ho
Transformational Leadership	0.6537	0.4788	0.4882	6.4457	0.001	Reject Ho
Situational Leadership	0.0657	0.0742	0.0877	1.0832	0.231	Accept Ho
Servant Leadership	0.0538	0.0764	0.0679	1.8324	0.156	Accept Ho
Instructional Leadership	0.2782	0.5748	0.4637	4.3627	0.001	Reject Ho
	R	R ²	Adjusted R ²	f-value	Sig. (P-value)	Decision
Model	0.448	0.479	0.385	12.335	0.001	Reject Ho

Note: Significant when computed p-value <0.05

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Oco et al. (2022) stated that school heads that make themselves as an inspiration by performing their duties and responsibilities will also inspire the teachers to do the same. Moreover, with technical assistance provided for the teachers, they surely become more satisfied and inspired to better themselves and their craft to serve the school as well as the students.

In the same table, looking at the analysis of the independent variable level while holding the dependent variable constant at a time. As can be seen from the statistical results: Strategic Leadership ($\beta = 0.0188$, t-value = 1.0780, p-value = 0.067), Situational Leadership ($\beta = 0.0877$, t-value = 1.0832, p-value = 0.231) and Servant Leadership ($\beta = 0.0679$, t-value = 1.8324, p-value = 0.156) showed no significant impact with the Teachers' Job Satisfaction. This further implies that this style of leadership can still be observed and implemented by the school heads towards the teachers. These leadership styles have their unique features and functions which can be applied to situation or challenges that may arise.

Zhang (2023) stated that there are lots of leadership style that can be the most effective to enhance teachers' job satisfaction from one place to another due to culture and even the nature of the work environment that they have. It is just fitting that even if a particular leadership style must be given the chance to be utilized for its existence and importance is unquestionable.

IV. CONCLUSIONS

Based on the findings of this study, the following conclusions are formulated:

1. Though school heads apply all the leadership style on their administration but strategic leadership style is the most prominent.
2. Teachers maybe contented of their work because they have work but want to have a higher compensation and benefits.
3. Even if the correlation is weak to moderate level only, it still indicates a significant relationship. Therefore, public school heads have important role to play for the welfare of their teachers.
4. School leadership is an essential component for effective and efficient institutions to set leadership philosophies for the employees' satisfaction to their job.

V. RECOMMENDATIONS

Based on the findings and conclusion of the study, it is recommended that the:

1. The strategic public-school heads sustain the best practices and focus more on the empowerment and teamwork of stakeholders as well as on the implementation of situational leadership style to improve the teachers' job satisfaction.
2. The teachers' skills in budgeting and managing finances may be improved so that they can fully appreciate their compensation and benefits which would further sustain a positive work-life balance to remain more satisfied and committed to their jobs. Honestly, teachers need higher compensation and benefits because prime commodities are increasing.
3. The positive correlation between leadership styles of school heads and teachers' job satisfaction can further increase teachers' satisfaction to perform their job more efficiently and effectively. Thus, school heads and teachers may collaborate with each other for better communication and execution.
4. In providing trainings and seminars as well as in running school operations, transformational and instructional leadership styles may be given emphasis as the two styles have positively impacted the teachers' job satisfaction which can later lead to better performance and outcomes for the school, teachers and the learners.

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