Leadership Styles of School Heads and Job Satisfaction of Teachers: A Regression Analysis

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ABSTRACT

This research examined the relationship between school heads' leadership styles and teachers' job satisfaction among public elementary schools in New Bataan District, Davao de Oro. Using a quantitative method with regression analysis, the study assessed teachers' perceptions of their school heads' leadership styles (authoritative, democratic, and laissez-faire) and their job satisfaction regarding security, work environment, job responsibilities, and community linkages. A purposive sampling was also utilized with 115 respondents. Results revealed that democratic leadership was the most dominant and significantly influenced teacher job satisfaction. A moderate positive correlation was found between leadership style and satisfaction, with democratic leadership emerging as the strongest predictor. Findings revealed the importance of democratic leadership in promoting a supportive environment and enhancing teacher morale, satisfaction, and retention in rural public schools.

Keywords: educational administration, leadership styles, democratic leadership, teacher job satisfaction, school heads, rural education, regression analysis, Philippines

INTRODUCTION
The Problem and Its Background

The success of the school relies heavily on effective school leadership. School leaders play a pivotal role as nurturing the climate of the school and affecting the job satisfaction of the teachers. The leadership style taken by a school head can greatly influence the overall workplace of the school. Studies have shown that the leadership style of the school head can significantly affect teachers' job satisfaction. It is believed that educators have higher job satisfaction when they perceive their school head as approachable, supportive, and willing to listen to their concerns (Northouse, 2019).

It was revealed in the study of Rexha (2024) in Kosovo, examined the influence of school principals' leadership styles on teachers' internal and external job satisfaction, highlighting that democratic leadership styles enhance overall teacher satisfaction. Leadership that fosters a supportive environment and addresses teachers' needs is essential for job satisfaction and retention. Hassanudin et al. (2024) conducted research in Malaysia, which demonstrated that leadership, together with teamwork, directly affects job satisfaction among public sector workers, including educational staff.

A research study conducted in Jasaan North District of the Division of Misamis Oriental, Philippines, by Further Mariano and Oco (2024) established that school heads' leadership approaches directly impact teacher job satisfaction. The research showed that teachers experience higher motivation and commitment when their leaders use transformational and participative leadership approaches to create positive work

environments. School heads who engage in transformational and participative leadership create a more supportive and motivating workplace, leading to higher teacher satisfaction, improved performance, and a stronger commitment to their roles.

The local context of New Bataan District makes teacher job satisfaction a critical issue because rural and underserved schools face distinctive challenges. Remote area teachers experience higher stress levels and job dissatisfaction because they face insufficient resources, excessive workloads, and limited professional development opportunities, according to the Department of Education (2022). The leadership approach of the school head determines whether these challenges become more severe or less severe. The literature lacks specific research about how elementary school heads' leadership styles affect teacher job satisfaction in this district which this study intends to investigate.

Research has extensively studied leadership styles' effects on administrator satisfaction across different contexts, but there is limited direct evidence about how school heads' leadership approaches affect teacher satisfaction through statistical regression analysis. The existing research primarily studies urban educational settings and national averages but fails to explain how specific leadership approaches affect teacher morale in rural public schools. This research investigates the identified knowledge gap to provide essential findings about leadership styles and teacher job satisfaction and their impact on job satisfaction levels among elementary school teachers in New Bataan District.

Review of Related Literature & Studies

The Following related literatures and studies are taken into account for these serve as sources of information about the results of the study.

School Head Leadership. The significance of leadership and the quality of school environments are commonly acknowledged as critical elements in supporting development, modernization, change, and innovation in capacity building and educational methods. Many researchers and studies, including Lee et al. (2019) and Lunenburg and Ornstein (2021), support this perspective.

School leadership is inherently connected to the daily operations of a school, serving as a catalyst for educational advancement and achievement, or, in some cases, as a contributor to failure. Researchers like Kafka (2021) and Day and Sammons (2022) endorse this notion. Gurr et al. (2018) and Werang and Lena (2020) asserted that strong leadership that consistently aligns school objectives and visions with concrete actions is fundamental to building effective schools.

Considering these results, it is essential to cultivate and develop robust leadership in schools to achieve national educational objectives and enhance organizational efficacy. School heads are broadly acknowledged as the primary motivators of effective leadership in schools, ultimately leading to increased levels of student academic success (Day & Sammons 2022).

Nevertheless, it is important to highlight that the impact of leaders on student achievement, both directly and indirectly, has sparked significant discussion, with research results showing both beneficial and detrimental outcomes, as noted in investigations by Tan (2020), Hallinger and Ko (2021), and Wu et al. (2020). In contrast, educators are vital in fostering students' personal and intellectual development within schools, as highlighted by DuFour and Marzano (2023). Based on the research conducted by Sebastian and Allensworth (2019), the leadership and teaching abilities of educators have the greatest effect on students' academic success.

Consequently, school administrations should enhance and advance existing knowledge management and classroom teaching to optimize educational outcomes and boost teacher job effectiveness (Parveen et al.

2022) backs this accountability.

The performance of employees has consistently been a popular topic among global researchers, with evidence connecting it to leadership behaviors and styles. Several studies, such as those conducted by Bryman (2023), Morrison (2023), Haque et al. (2021), and Younas et al. (2022), have reinforced this connection.

Research evidence demonstrates that school principal leadership approaches directly affect teacher work performance. The research of Adeyemi (2022), Imhangbe et al. (2018) and Saleem et al. (2020) confirms this relationship. Research findings demonstrate that teacher effectiveness leads to student advancement when leadership creates a shared vision and promotes collaboration according to Awamleh and Gardner (2021) and Hallinger and Heck (2023) and Gumus et al. (2019).

Leaders create essential conditions for both educational and non-educational aspects of teacher performance which directly affects student success according to Leithwood et al. (2022). In the study conducted by Schleicher (2021), leadership interventions like establishing directions, offering counseling services, mentoring, coaching, and faculty development are often recognized as successful methods for enhancing teacher job performance and helping educators tackle institutional challenges.

As emphasized by Tomlinson (2020) and Phuc et al. (2021), successful leaders prepare their educators to tackle upcoming challenges and coordinate with a common vision. Consequently, Tobin (2020) indicates that school leaders are increasingly concentrating on enhancing teacher skills through significant support and guidance. These two interrelated factors emphasize the significance of worldwide educational development.

Regrettably, Bickmore and Dowell (2018) found that an undesirable leadership approach taken by school leaders could hinder teachers' capacity to reach established objectives. Due to the adverse actions exhibited by school leaders, many teachers have chosen to leave the profession voluntarily, as shown in studies by Jones and Watson (2023) and Bickmore and Dowell (2018). Additionally, because of the vulnerability of school leadership, certain teachers struggle to deliver high performance or effectively teach students, as pointed out by Oplatka and Arar (2018).

Due to the lack of effective leadership and qualified educators, school performance and outcomes have declined (Rizvi & Khamis, 2020). Unfortunately, as highlighted in the studies of Aslam (2019) and Zü et al. (2023), the societal view and standing of teachers in Pakistan have declined in recent years, and the proficiency of teachers is consistently declining due to various underlying problems.

For instance, local contexts impacted by conflict and political interference in the transfer and hiring of teachers are often mentioned as significant factors contributing to the decreased efficiency and professionalism of local educators (Ali, 2023). Additionally, in contrast to other professions, Pakistani educators often suffer from a lack of intellectual freedom, authority, independence, and job satisfaction, as highlighted in studies by Ghazi and Maringe (2023).

Northouse (2018) defines leadership as the process of motivating followers while inspiring them and providing organizational resources to execute strategies and achieve shared goals. Jaques (2023) defines leadership through the way leaders motivate teams to achieve collective targets. According to Adair (2019) and Northouse (2018) leaders tend to work directly with their team members to achieve shared objectives instead of depending solely on their authority to enforce compliance.

The various methods leaders use to guide their staff constitute leadership styles. According to Petersen et al. (2021) and Lunenburg and Ornstein (2021) leadership styles in education achieve their significance and effectiveness based on how well school leaders match their approaches to their subordinates' responsi-

bilities.

Phuc et al. (2020) explain that school heads exhibit different leadership styles which are shaped by both community cultural norms and school-specific environments. Leadership approaches together with their techniques exhibit substantial variations based on leader traits and socioeconomic environment and educational culture. According to Solomon and Steyn (2023) leadership styles evolve through cultural and geographical adaptations.

Research conducted previously shows that developing country leaders tend to use three primary leadership approaches which include autocratic, democratic and laissez-faire styles. Under autocratic leadership the decision-making authority rests with one person who decides independently without involving others in the process. The democratic leadership style differs from autocratic leadership because it includes group members in decision-making processes to promote collaborative work and shared accountability. The laissez-faire leadership style also known as free-rein leadership gives group members extensive freedom to decide and execute tasks without much supervision from leaders.

Mumford (2018) indicated that many leaders prefer participatory and directive leadership styles while endorsing democratic leadership styles as a substitute for laissez-faire and autocratic methods. Literature highlights the implementation or blending of diverse leadership styles, including democratic, autocratic, task-oriented, collegial, or transformational methods, in specific environments to initiate school development and transformation.

Authoritative Leadership Style. Authoritative leadership, often referred to as autocratic leadership, is characterized by a clear top-down decision-making process in which the leader exercises strong control over all decisions and expects compliance from subordinates (Northouse, 2018). This style is particularly useful in situations that demand quick, decisive action, such as in crises or where organizational discipline is lacking. However, while it may improve efficiency and ensure clear directives, authoritative leadership can stifle creativity and morale among team members (Goleman, 2000).

In educational settings, authoritative school heads can implement school policies with a high degree of fidelity and enforce strict discipline, which sometimes results in improved student outcomes. However, the lack of teacher autonomy may decrease job satisfaction among educators (Adeyemi, 2022). When school leaders consistently assert control without considering teachers' input, it creates an environment of dependency and restricts the development of collaborative school culture (Oplatka & Arar, 2018).

Golez (2021) emphasized that authoritative leadership in Philippine schools is often used due to cultural tendencies favoring hierarchy and respect for authority. This leadership style is seen to promote school order and rule adherence. Nonetheless, the same study also found that schools with highly centralized decision-making processes underperform in teacher retention and innovation.

A study by Arar and Oplatka (2021) across Middle Eastern schools further highlights the potential downsides of this leadership approach. It found that authoritative leaders are less likely to empower teachers and promote distributed leadership practices. The negative effects reduce teacher motivation and block professional development, which negatively affects long-term school improvement.

Democratic Leadership Style. Participative leadership known as democratic leadership requires all members of the organization to participate in decision-making processes (Northouse, 2018). The leadership approach depends on open dialogue, collective respect, and unified organizational goals. Leaders who use this approach achieve better team member commitment and satisfaction because their voices receive attention and value.

The school environment under democratic leadership enables teachers to participate in planning and policy-making, thus leading to higher motivation and satisfaction levels. Schools led by democratic leaders achieve better teacher job performance along with higher teacher morale according to Imhangbe et al. (2018). Teachers who take part in decision-making processes develop stronger feelings of accountability and ownership toward school initiatives.

The research conducted by Guevara et al. (2019) in Philippine schools demonstrates that democratic leadership produces positive effects on teacher satisfaction and school climate. The study demonstrates that participatory approaches generate better communication and decreased conflict while promoting teaching practice innovation. Teachers in democratic schools tend to participate in professional development activities and practice collaborative teaching approaches.

The advantages of democratic leadership come with a drawback because it consumes time and may not work well during urgent situations that need swift choices. The correct implementation of this style builds trust and shared governance according to Saleem et al. (2020). The leadership style works best in educational institutions that prioritize teamwork and teacher independence.

Laissez-Faire Leadership Style. Laissez-faire leadership functions through a hands-off method, which gives members freedom to decide independently (Mumford, 2018). The approach enables autonomy yet creates confusion and performance inconsistencies when proper monitoring is absent. Educational institutions experience decreased accountability together with inconsistent instructional quality when this leadership style is implemented.

Further, Adeyemi (2022) indicates that teachers under laissez-faire leadership express dissatisfaction because they receive unclear expectations alongside insufficient support. The leadership approach results in decreased teacher motivation and job satisfaction especially when schools need strong instructional guidance and curriculum alignment.

The research conducted by Werang and Lena (2020) demonstrated that laissez-faire leadership proved to be the least successful method for enhancing teacher job performance. The absence of feedback and minimal recognition along with professional isolation in these settings leads to high turnover rates and burnout among teachers.

The research conducted by Imhangbe et al. (2018) revealed that self-motivated teachers succeed under laissez-faire leadership but most educators need structured leadership support. Teachers who do not receive regular feedback or school head involvement tend to feel undervalued and disconnected from the school's vision.

Teachers' Job Satisfaction. According to Zidle (2018), it is essential to establish an accurate job description. A job, as defined by Zidle, refers to a compensated personal endeavor, typically performed by workers or employees, that aids in reaching organizational objectives. This role should be defined based on the intended goals. The occupation of teaching serves as an ideal example that meets this standard. Consequently, when examining job satisfaction, it is entirely reasonable to inquire about teachers' contentment with their work.

It was revealed by Kalhotra (2018) that in a sample of 250 randomly chosen instructors (124 males and 126 females), both married and single individuals reported similar levels of job satisfaction across various domains. These factors encompassed intrinsic job fulfillment, pay, opportunities for advancement, workplace environment, physical amenities, satisfaction with management, happiness with social position, family well-being, connection with students, interactions with coworkers, and overall job satisfaction elements. Feng (2019) revealed from its study with 434 Chinese teachers highlighted many significant

discoveries. Initially, teacher satisfaction was found to be quite low regarding pay and job intensity. Nonetheless, it was especially elevated regarding self-fulfilment. Moreover, the research revealed that personal factors such as age, years of experience in the field, and the presence of essential courses in the curriculum significantly affected teachers' overall job satisfaction.

The research by Schahzada and Gillani (2018) indicates that participants' job satisfaction was influenced primarily by salary, work environment, social status and school policies and guidelines. These elements were crucial in determining the overall job satisfaction of the participants in their research. Huyman (2020) found that intrinsic factors such as security, engagement, social service, diversity and skill utilization were the main elements that influenced job satisfaction among rural educators. The same framework showed that external factors such as acknowledgment, company policies, growth opportunities, relationships with colleagues and pay influenced dissatisfaction more heavily than intrinsic factors.

When teachers are valued and supported by their school heads, they tend to display higher levels of motivation, commitment and effectiveness in the classroom. Wang and Degol (2020) in their study defined job satisfaction as the pleasurable emotional state resulting from the appraisal of one's job experiences, highlighting the importance of intrinsic and extrinsic factors in influencing job satisfaction. Intrinsic factors include a teacher's sense of accomplishment, passion for teaching, and professional growth, while extrinsic factors involve salary, working conditions, and relationships with colleagues.

Moreover, research by Tschannen-Moran and Hoy (2022) highlights that a supportive leadership style that promotes teacher autonomy and decision-making increases teacher satisfaction. When school heads trust their teachers to make instructional decisions and offer professional development opportunities, teachers feel empowered and motivated. Conversely, authoritarian leadership styles, characterized by strict control and minimal teacher involvement, have been found to negatively impact teacher morale and job satisfaction (Rahman, 2023). According to Ingersoll (2020), inadequate administrative support and ineffective leadership are among the top reasons why teachers leave the profession. Poor leadership may lead to job stress, burnout, and dissatisfaction, ultimately resulting in high teacher attrition rates.

Teacher job satisfaction is a multifaceted construct influenced by various intrinsic and extrinsic factors. Intrinsic elements such as self-efficacy, autonomy, and meaningful relationships within the school environment play a crucial role. For instance, Ortan et. al. (2021) highlighted that teachers' self-efficacy and positive student behavior significantly impact their job satisfaction and overall well-being. The study emphasized that when teachers feel effective and supported, their satisfaction with their roles increases, contributing positively to their teaching practices and student outcomes. When teachers are satisfied with their work, they are more likely to be motivated, committed, and effective in facilitating student learning. Job satisfaction also directly impacts teacher retention, with satisfied educators more likely to stay in the profession and contribute positively to the school climate.

Extrinsic factors, including professional development opportunities, compensation, and organizational support, also significantly affect teacher satisfaction. Edinger and Edinger (2018) found that social capital and perceived organizational support are major predictors of job satisfaction among educators. Teachers who perceive their institutions as supportive and inclusive are more likely to remain committed and enthusiastic in their roles. This underscores the importance of school leadership in fostering a positive work climate that promotes collaboration, trust, and continuous learning.

Teacher job satisfaction receives substantial influence from the leadership style that leaders implement in their schools. Tschannen-Moran and Hoy (2022) explain that teachers experience greater value and empowerment when school leaders offer support and trust them to make decisions and participate in

decision-making processes. The research by Rahman (2023) shows that authoritarian leadership produces lower job satisfaction because it creates strict organizational structures which prevent teacher participation. Leaders who create positive organizational climates directly affect how teachers view their roles and responsibilities and their relationships with other school members.

A supportive environment based on transparent leadership and professional trust and recognition recognition creates significant boosts in enthusiasm while reducing burnout according to my experience as an educator. Our school's teacher-led curriculum planning and peer mentoring programs have boosted our collective sense of ownership and pride. The research by Saleem et al. (2020) supports the idea that participative leadership combined with supportive environments leads to higher job satisfaction and better student achievement results. Effective and resilient schools depend on teachers who are satisfied with their work.

Security. Job security plays a pivotal role in influencing teacher satisfaction. As supported by the study of Huyman (2020), when teachers feel their positions are stable and their contributions are recognized, they are more committed to their roles. Moreover, job security includes not only permanent employment but also fair compensation, career advancement opportunities, and recognition for performance.

This is further supported by Kalhotra (2018), revealed that perceived job stability significantly impacts teachers' psychological well-being. Hence, teachers who feel secure in their jobs tend to invest more in learner development and are less likely to seek employment elsewhere. Conversely, job insecurity can lead to stress, disengagement, and reduced instructional quality.

Notably, Wang and Degol (2020) emphasized that financial compensation and benefits play a central role in job satisfaction. In fact, teachers who feel adequately rewarded are more likely to remain in their positions and demonstrate high performance. These factors are particularly important in public education systems where salary scales and tenure policies are fluctuated. Significantly, Rahman (2023) emphasized the role of leadership in reinforcing job security. When school heads advocate for teachers' professional growth and ensure transparency in performance evaluations, it enhances teachers' trust in the system. Leadership that actively supports teacher advancement contributes significantly to job satisfaction.

Work Environment. The work environment encompasses both the physical conditions and social climate of a school. A positive work environment promotes teacher collaboration, trust, and emotional well-being (Schahzada & Gillani, 2018). Factors such as classroom resources, safety, lighting, and administrative support are crucial components of a conducive work environment.

It was found out by Feng (2019) that teachers in well-maintained, resource-rich schools reported higher satisfaction and engagement. Environmental factors affect not only job performance but also physical and mental health. Inadequate facilities or safety concerns can severely hinder teaching effectiveness and morale.

It was also explained by Tschannen-Moran and Hoy (2022) that a collaborative and respectful school culture enhances job satisfaction. School leaders who encourage teamwork and resolve conflicts effectively contribute to a supportive work environment. This is particularly important in schools facing high student-to-teacher ratios or limited resources. Huyman (2020) argued that leadership style significantly affects perceptions of the work environment. Democratic leaders who promote transparency and inclusivity foster environments where teachers feel safe, respected, and motivated. Such environments directly correlate with improved student outcomes and teacher retention.

Job Responsibilities. Job responsibilities refer to the tasks and expectations associated with a teacher's role. When responsibilities align with a teacher's skills, interests, and professional goals, satisfaction is

likely to increase (Zidle, 2018). Clear job descriptions and manageable workloads are essential to maintain teacher morale and effectiveness.

Wang and Degol (2020) reported that teachers are most satisfied when they are given autonomy over classroom decisions and opportunities to innovate. Being entrusted with meaningful responsibilities leads to a sense of ownership and professional fulfilment. Conversely, role ambiguity and excessive administrative tasks contribute to dissatisfaction.

According to Schahzada and Gillani (2018), the clarity and fairness of task allocation influence teachers' job satisfaction. Teachers who understand their roles and see them as achievable are more motivated. Excessive workload without corresponding support leads to burnout and attrition.

In addition, Rahmawati et al. (2019) emphasized that teachers value opportunities for professional growth within their job roles. Leadership that supports mentorship, curriculum development, and teacher-led initiatives fosters satisfaction. When teachers feel their roles contribute meaningfully to school goals, their job engagement improves.

Community Linkages. Community linkages reflect a teacher's connection to the school's external environment, including relationships with parents, stakeholders, and local organizations. When these relationships are strong, teachers feel a greater sense of purpose and belonging (Aslamiah et al., 2019). Tschannen-Moran and Hoy (2022) emphasized that school leaders who promote stakeholder involvement help build trust and transparency. In schools where parents and communities are active participants, teachers report higher satisfaction due to shared accountability and support. According to Idris (2021), community outreach activities like school programs, clean-up drives, and stakeholder meetings enhance teacher morale. These engagements strengthen the school's social fabric and reaffirm the relevance of teachers' work in society. Suriansyah (2020) found that strong community ties increase teachers' sense of professional identity and impact. When schools collaborate with local partners to address community needs, teachers feel more valued and motivated, contributing positively to overall job satisfaction.

School Head Leadership and Job Satisfaction. Motivation, performance, and job satisfaction of employees are essential factors for all organizations, particularly in the education sector (Demircioglu, 2021). Prior studies have revealed that the capability to complete a job tenure and remain in a role is affected not only by performance or the need for work, but also by the leadership actions of supervisors (Sun & Wang, 2023). Ultimately, the leadership role is vital in decision-making to inspire team members and create a consensus on how and what their needs should be fulfilled to align with employees' demands and intended goals (Kafka, 2021).

Specific leadership approaches, including effective communication with educators, strong relationships between school leaders and teachers, and a focus on teacher professionalism, have been experimentally shown to enhance teacher morale and performance (Lambersky, 2022). Therefore, current information indicates that enhancing teacher job performance requires substantial contributions from both school leadership and educators (Saleem et al., 2020). The ethical conduct of organizational leaders is crucial for promoting work behavior, innovation, and employee job satisfaction (Haque & Yamoah, 2021).

In the study of Adeyemi (2022), it was revealed that in senior secondary schools located in Ondo State, Nigeria, to explore the leadership styles of school heads, including democratic, autocratic, and laissez-faire leadership, in relation to teacher job performance. This research used stratified random sampling to gather data from 240 administrators together with 1800 teachers. Various statistical methods including frequency counts, percentages and Pearson's correlation matrix and t-tests were applied to understand the research variables' relationships. The research findings showed that democratic leadership was the most

common leadership style adopted by the leaders. Research findings showed that teachers demonstrated higher performance levels when administrators employed either democratic or autocratic leadership methods in specific contexts (p 0.05). The analysis found no meaningful link between laissez-faire leadership methods and teaching effectiveness. The authors concluded that school management should use a combination of autocratic and democratic leadership methods to boost teacher job performance according to their research findings. The study also advocated for schools to eliminate laissez-faire leadership since it failed to produce positive effects on teacher performance.

The cross-sectional empirical study conducted by Werang and Lena (2020) aimed to investigate the relationship between school leadership, organizational climate, and teacher performance at public senior high schools in Merauke Regency, Indonesia. The study used Krejcie and Morgan's sampling method to validate its data from 118 senior instructors. Survey questionnaires were distributed to explore the relationships among the different research variables. The research findings showed that authoritarian leadership was the most preferred leadership style in the studied schools. Arar and Oplatka (2021) reviewed literature from past studies to analyze the leadership styles of educational leaders in the Arab world. Their analysis demonstrated that democratic leadership methods were scarce in the Arab world because of its unique leadership characteristics.

The research by Okoji (2022) focused on analyzing the relationship between secondary school heads' leadership styles (democratic, autocratic, and laissez-faire) and teacher job performance in specific rural community schools of Ondo State, Nigeria. Fifty administrators and 250 teachers were randomly selected for the study. Two surveys were used to collect data: Heads' Leadership Assessment Inventory for school heads and Teachers' Job Performance Assessment Scale for educators. The research results demonstrated that teachers in Nigeria experienced enhanced work performance through the combination of authoritarian and democratic leadership approaches.

The study by Imhangbe et al. (2018) shows that public senior secondary schools in Edo, Nigeria, experience different impacts on teacher job performance based on the leadership styles of school heads including democratic, autocratic, and laissez-faire. A correlational research design was used in their study that included a survey of 69 department heads and 397 senior educators by using two customized questionnaires. The authors suggest the use of democratic leadership by school principals to boost teacher job performance in their research area.

Moreover, the research by Saleem et al. (2020) analyzed the relationship between four leadership styles (directive, supportive, participative and achievement-focused) and teacher performance in Middle Eastern private secondary schools. The path-goal theory provides multiple leadership approaches for the framework. The study involved 253 middle management staff including vice heads and division leads and coordinators from Lahore, Pakistan. The study analyzed leadership style relationships with teacher job performance by using structural equation modelling to examine the data. The study showed that teachers prefer leadership approaches that enable value communication to key stakeholders. The research established that an enhanced learning environment should be created to promote the ethnic, cultural and social diversity of teachers across the Middle East region.

School leaders' management and educational success should be seen as two interconnected components rather than separate entities. Research studies have proven that effective school leadership directly influences student academic achievements according to Leithwood and Mascall (2020). The leadership approach adopted by school leaders along with their management team members directly influences the school's performance level.

The study should also analyze job satisfaction levels as an important factor. Robbins (2019) defines job satisfaction as the degree of happiness and satisfaction people experience in their work. Armstrong (2018) defines employment satisfaction as the feelings and opinions an individual holds about their job. Lee and Chan (2018) explain that job satisfaction represents the positive emotions which arise from work experiences. The substantial research findings of dissatisfaction in workplace settings (Robbins, 2019) establish its importance as an organizational goal. According to Lichenstein (2020) job satisfaction stands as an essential factor that leads to elevated employee turnover rates in workplaces. Ramayah (2023) expands on this concept by explaining that work satisfaction depends on how well a job meets an individual's requirements.

The teacher holds a fundamental position in education that enables them to execute teaching and learning tasks. The ability of a teacher enables students to gain appropriate knowledge and skills for educational targets. Teachers serve as vital agents for developing students' positive intellectual and mental orientations. The educational process demands teachers to deliver high-quality education because of their effectiveness in teaching (Aslamiah et al., 2019). Wijaya and Rusyan (2020) specifically note that teachers perform both educational duties and modelling functions whereas heads maintain responsibility for school management. Heads in their role as school leaders must develop and sustain an advantageous organizational environment which boosts both teacher satisfaction and performance levels. According to Suhaimi and Khalik (2018) school leaders function as motivational inspirations that drive school development. These individuals possess the capability to direct educational organizations together with their staff members. Every leader does not follow the established standards since some leaders focus more on their career achievements and seniority. Leaders together with educators need to demonstrate proper conduct while delivering superior results.

The characteristics of teachers who obtained subpar marks included several common traits. The teachers followed a repetitive and unprepared approach in their teaching. They failed to include essential curricular references while teaching and their lesson plans (RPP) contained irregularities in their execution during classroom teaching. The educators primarily drew from their past experiences and memorized content but this approach made it difficult for them to adopt new teaching techniques and use educational technology and different assessment strategies. Evaluation tasks operated as regular duties without any evaluation process followed by implementation of changes. The educational process achieves success mainly because teachers demonstrate readiness to deliver teaching and learning experiences to their students. The educational process quality depends on the individual characteristics and creative approaches that educators bring to their work (Rahmawati, Ahmad, & Suriansyah, 2019).

The thirteen main school leaders rarely came together to share ideas about enhancing teacher effectiveness in program development and implementation and oversight. Teachers became less committed to their responsibilities because of this lack of collaboration which included RPP development and innovative teaching approaches and substantial student assessment. The poor relationship between teachers and principals worsened these problems. The quality of work performance relies heavily on efficient communication which stands as a fundamental factor for performance improvement. Job performance depends on the accessibility and quality of task-related information along with career development opportunities both vertically and laterally (Suriansyah, 2020).

School leaders achieve significant results through their work activities when they fulfill their managerial responsibilities. Mulyasa (2020) identifies robust leadership as a core factor together with efficient administration of educational personnel and the cultivation of a quality culture and unified teamwork and

thoughtful proactive school and community participation and clear management approaches and openness to change (mental and physical) and thorough evaluation procedures and continuous improvement initiatives and attentiveness to and forecasting of educational requirements and accountability and sustainability. Moreover, it is essential to emphasize that the school administrator plays a key role in shaping the continuity and effectiveness of the educational process within schools (Idris, 2021). Consequently, the focus should be on the development and implementation of activities related to the school leader's management skills, since these abilities are crucial factors influencing teacher effectiveness.

The effectiveness of teachers is crucial as it directly affects the ongoing learning process within the classroom and subsequently the caliber of graduates produced. Bafadal (2018) highlighted the significance of various elements that play a role in shaping the learning experience, including educational programs, students, facilities, financial resources, the community setting, and the leadership of the school head. Nevertheless, without the presence of professional teachers, these elements become ineffective.

In an educational environment, the school leader functions as a manager who is essential in promoting the execution of different learning initiatives. Consequently, leaders must possess robust managerial abilities, especially in overseeing the school's personnel, notably the teachers. A crucial element that can greatly influence teacher performance is their degree of job satisfaction. According to Robbins (2023), job satisfaction significantly influences performance and can result in higher productivity.

Teachers' eagerness to participate in their work is affected by numerous factors, and the principal's leadership approach has been identified as a significant factor affecting teacher motivation, fatigue, and burnout. Current studies have consistently demonstrated that the leadership styles and approaches of school leaders play a crucial role in shaping the school's organizational climate, which in turn affects teachers' motivation to perform their duties (Roth et al., 2019). This influences their drive for specific tasks (Fernet et al., 2020), their feeling of independence and organization in the school environment (Ahn, 2020), and their view of job-related stress, which may result in sensations of fatigue or burnout (Roth et al., 2019).

Theoretical Framework

The research anchored its foundation on Herzberg's Theory of Job Satisfaction which he also referred to as the Theory of Motivation by Herzberg (1966). Herzberg sought to identify core work-related factors that affect job satisfaction and dissatisfaction which led to the development of his well-known theory. Herzberg developed his theory through interview responses which showed that job satisfaction consists of two separate dimensions: motivation and hygiene. According to Herzberg hygiene factors do not directly motivate employees but their proper management helps prevent employee dissatisfaction. These hygiene factors encompass elements such as company policies, supervision, salary, interpersonal relations, and working conditions. These factors primarily relate to the work environment and the conditions under which employees operate.

Figure 1 illustrates the research framework of the study. It showcases the intermediary variables, particularly the demographic information of the teachers. It additionally showcases the perceived leadership style of the school head and the job satisfaction of the teachers. Ultimately, it illustrates the connection between leadership approach and job satisfaction. It illustrates the anticipated results of the research, which is the leadership training initiative for school leaders.

Statement of the Problem

This study aimed to determine the relationship between the school heads' leadership styles and the teachers' job satisfaction in the three public elementary schools in New Bataan District. Specifically, the study sought to answer the following questions:

1. What is the level of perceived school heads' leadership style based on:

1.1. authoritative,

1.2. democratic, and

1.3. laissez faire?

2. What is the level of teacher's job satisfaction in terms of:

2.1 security,

2.2 work engagement,

2.3 job responsibilities, and

2.4 community linkages?

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

4. Which of the school heads' leadership styles affect the job satisfaction of teachers?

Null Hypothesis

The null hypothesis below was tested at 0.05 level of significance:

HO$_1$: There is no significant relationship between school heads' leadership style and job satisfaction of teachers.

HO$_2$: School Head's Leadership Style cannot predict/affect the job satisfaction of teachers.

Scope and Delimitation of the study

The study was carried out in eight selected public elementary schools in the Municipality of New Bataan. This study will be delimited only to 115 teachers in New Bataan district and will be conducted in the school year 2024-2025. The scope of the study covered the assessment of the relationship between the school head's leadership style and teachers' job satisfaction, assessed by teachers from the eight public elementary schools in the municipality. The study evolved around the selected profile variables of the teachers such as sex, age, educational attainment, years of experience, and position. To be specific, the assessment of the school head's leadership style evolved around the four leadership styles, namely, authoritative, democratic, facilitative, and situational. This variable was correlated with the assessment of the teacher respondents of their job satisfaction in terms of security, work environment, job responsibilities, and community linkages.

Significance of the Study

The results of the study would be beneficial to the following groups of individuals:

Learners. The results of the study would shape the overall learning environment. A satisfied, motivated teacher tends to deliver higher-quality instruction, show greater care, and create a more positive classroom experience. Ultimately, leadership at the top trickles down to learner success.

Teachers. The results of the study would provide teachers with better knowledge about how different leadership approaches affect their job satisfaction levels. Teachers who understand which leadership

characteristics create positive work environments can better support the adoption of leadership methods that enhance well-being and motivation and professional development.

School Heads. The results of the study would provide school heads with important information about how their leadership methods impact teacher job satisfaction which directly affects staff retention and school performance and climate. The research promotes personal assessment which may assist school heads to select leadership methods that are more flexible and empowering.

Department of Education. The results of study would help develop programs and training systems and evaluation methods that promote effective school leadership. The connection between leadership approaches and teacher contentment serves as a foundation for better decisions regarding school administrator recruitment and training and support systems.

Future Researchers. The results of the study would provide new directions to study the complex relationship between leadership and job satisfaction. Future researchers can expand this research by studying school culture and teacher demographics and student outcomes and by examining this relationship in different educational settings and levels.

METHODS

This chapter presents the research design research locale, respondents of the study, research instruments, validation of the instruments, research procedure, statistical treatment of data, and ethical considerations.

Research Design

The research used the quantitative descriptive using regression analysis as a method to determine relationships between dependent variables and independent variables which enable prediction and explanation of outcomes through specific predictors. Research design utilized regression analysis to determine how independent variables affect dependent variables while providing methods to measure relationship strength and effect direction.

The statistical method finds wide use in education economics and social sciences to study data patterns and causal relationships (Cohen et al., 2013). The choice of regression analysis depends on data characteristics and research objectives because researchers can select from linear, multiple or logistic regression methods (Field, 2018).

Regression analysis helps researchers identify relationships while simultaneously enabling them to control confounding variables which enhances research validity. Social research demands the assessment of individual predictor effects through multiple variable analysis while controlling other variables (Tabachnick & Fidell, 2019). Regression models help researchers identify hidden patterns of influence when they analyze outcomes across different populations or conditions. Through this method researchers can establish evidence-based findings about the elements affecting their research domain.

Research Locale

This study was conducted in New Bataan District, Davao de Oro, a first-class municipality located in the province's first district. The municipality has a diverse population of 51,466 (2020 census), with major ethnic groups including the Mansaka, Mandaya, and Bisaya. The research involved selected public elementary schools within the district: Cabinuangan Central Elementary School (the largest, with over 1,000 students), San Roque Elementary School (400+ students), Andap Elementary School (300+ students), Bantacan Elementary School (400+ students), La Purisima Elementary School (200+ students),

Katipunan Elementary School (200+ students), Mapaso Elementary School (100+ students), and Simsimen Elementary School (200+ students). Each school is staffed by both teaching and non-teaching personnel, led by designated school heads ranging from Principal I to Teachers-in-Charge, representing a range of leadership roles and gender diversity. These schools serve as the primary locale for gathering data in the present study.

Research Respondents

The respondents of this study were the 115 teachers from the eight public elementary schools in New Bataan District for school year 2024-2025. In selecting the teacher respondents, purposive sampling technique was used to determine total number of teacher respondents.

The following criteria were adopted in selecting the teacher participants for the study. First, the teacher must have been serving in the current school under study for at least one year to ensure familiarity with the school environment and leadership practices. Second, the teacher must not have been involved in any administrative case or any issue that could affect the integrity of school-teacher relations. Lastly, the teacher must be available during the conduct of the study and willing to participate in all aspects of the research process.

Table 1
Respondents of the Study

School	Number of Teachers
Cabinuangan Central Elementary School	45
Bantacan Elementary School	13
San Roque Elementary School	14
Simsimen Elementary School	8
Mapaso Elementary School	8
La Purisima Elementary School	7
Katipunan Elementary School	8
Andap Elementary School	12
Total	115

Research Instrument

In gathering the needed data, the researcher adopted questionnaires on leadership style of school head and on teachers' job satisfaction. The researcher used both face to face and Google Form modality in administering this questionnaire.

The questionnaire consisted of two main parts. The first part focused on determining the school head's leadership style as perceived by the teacher respondents. This section aimed to capture how teachers viewed the leadership style practiced by their school head. The second part assessed the level of job satisfaction among the teacher respondents.

First, is the adopted questionnaire on the perceived leadership style of the school head was taken from the Introduction to Leadership: Concepts and Practice by Peter G. Northouse (2009), Thousand Oaks, CA:

SAGE. This 18-item questionnaire is design to measure three common styles of leadership: authoritarian, democratic, and laissez-faire. By comparing the score, the researcher can determine which styles are dominant and least dominant of the school head's style of leadership.

Scale		Parameters	Interpretation
4	Strongly Agree	3.50-4.00	Very High Dominance
3	Agree	2.50-3.49	High Dominance
2	Disagree	1.50-2.49	Least Dominance
1	Strongly Disagree	1.00-1.49	Very Least Dominance

The Second questionnaire was on the job satisfaction of the teachers. The instrument was adopted from Desiree B. Arriola published from International Journal of Social Science and Human Research. The questionnaire has four indicators observed namely: security, work environment, job responsibilities, and community attachment/linkages.

Scale		Parameters	Interpretation
4	Very Satisfied	3.50-4.00	Very High Satisfaction
3	Satisfied	2.50-3.49	High Satisfaction
2	Slightly Satisfied	1.50-2.49	Low Satisfaction
1	Not Satisfied	1.00-1.49	Very Low Satisfaction

Finally, the adopted questionnaire was contextualized following the local setting. Then, the research adviser and internal and external validators checked on the refinement of the questionnaires and evaluate the contents to construct reliability and validity.

Validation of Instrument

The research questionnaire was validated by five experts in the field in order to check the suitability of the items included in the instrument. After the validation, the instrument was pilot-tested with 20 respondents who are not part of the identified research respondents and Cronbach Alpha was applied in order to establish the reliability of the research instrument.

Data Collection

The study followed standard procedure before the researcher proceeded to data collection.

The researcher submitted the manuscript together with all the necessary documents for the Ethics Review after the approval of Research Ethics Committee, the research asked for the endorsement letter from the Dean of the Graduate School and sent it the Division Office of Davao de Oro.

The researcher wrote a request letter to the Schools Division Superintendent in the province of Davao de Oro for the approval of the study. When permission granted, the researcher presented the letter of approval to the Schools District Supervisor to inform them of the said study and inform the principals of the target schools for the conduct of the study. The data for the administration of the questionnaire was done through google form and paper-pencil during the face to face meeting.

The researcher conducted a brief orientation with the respondents on the nature and scope of the study and after the orientation, the researcher conducted the data collection through administering the survey

questionnaire. The researcher checked and saved the files in the google drive for backup files. After collecting the data, all responses were collated, tallied and analyzed using the statistical analysis.

Statistical Treatment of Data

The data gathered were compiled, sorted out, organized and tabulated. These were subjected to statistical treatment, regression analysis to facilitate the presentation, analysis, and interpretation of data. The following tests will be employed:

Mean. This was used to describe the level of perceived school head's leadership style and the job satisfaction of teachers.

Pearson's r. This was used to determine the relationship between the study's independent and dependent variables.

Multiple Linear Regression. This was used as a statistical tool to examine the relationship between a dependent variable and one or more independent variables, allowing researchers to predict outcomes and understand the strength of the associations.

Ethical Considerations

This research underwent an ethics review process through the office of the Ethics Review Committee (ERC) of the Assumption College of Nabunturan before the study was conducted. This is to certify that the study was done in an ethical manner.

Social Value. The results of this study revealed valuable information that will guide public elementary school principals, school heads, and the school community in improving organizational commitment by addressing issues related to school heads' leadership style and teacher's job satisfaction. With the results of the study, school heads were aware of the leadership style that affects his/her subordinate's job satisfaction in ways that would enhance their job commitment while maintaining personal and professional intact. The administration may also realize the need to initiate strategic planning for management development program for school heads. The results of this study could be shared with the Department of Education and stakeholders through research conferences, meetings, and other formal gatherings. Additionally, the Department of Education will be given a copy of this manuscript, which could be used by future researchers as a reference for forthcoming research works.

Informed Consent. School heads at public elementary schools were asked to consent by signing an informed consent form. The researcher sent a letter to the principals of the schools outlining the goals of the study and the potential participants, along with a letter of approval from the superintendent of the school division to carry out the research. Informed consent was then given by the respondents. The requirements, the purposes for which the data use, and the possible outcomes were fully disclosed to respondents. The respondents were required to sign a written informed consent that was offered to them in order to have their full consent. They were given the ability to ask questions and decline if necessary whenever they had concerns while taking part in the research procedure. The researcher indicated the desire to perform the research with informed consent so that respondents were fully mindful of the objective of the study. Lastly, the respondents were enlightened that the findings of the study were kept private in order to guard and preserve their confidentiality, self-esteem, welfare, and autonomy.

Vulnerability of Research Respondents. The choice of whether to participate in the study would depend to the respondents. If the respondents felt that the questions were too personal, they were not compelled or tricked into giving an answer. The respondents had the option to leave the study at any time they felt

exposed or emotionally affected by its results, and the researcher respected their decision. At the time of recruitment, they were voluntarily and expressly consent in writing to participate in the data collection process. The information gathered for this study was used to produce conclusions regarding the issues under investigation. The data gathered in this process were not be used for any other purposes. The researcher established rapport and confidence to make the respondents felt at ease, safe, and more secure.

Risks, Benefits, and Safety. By ensuring that every respondent was well-cared for and safe from harm, the researcher will ensure the respondents' well-being. By giving them a code rather than their identities, their protection will be ensured. Given that the data collection was done onsite via face-to-face administration of survey questionnaires, the researcher guaranteed the respondents' safety during the course of this study by ensuring their physical environment was conducive and guarded. The area where the study was done had enough room, good ventilation, and the right kind of lighting. Risks was reduced to the extent that the researcher ensures that survey participants filled out questionnaires in environments that were secured for them. The findings were disclosed to the pertinent institutions out of a sense of responsibility and openness on the part of the researcher. After the study was over, the results were shared with the schools to inform them of the research findings. Moreover, the time given by the respondents in the conduct of the study was reciprocated, as they were given a token of appreciation as a sign of benevolence for helping the researcher to conduct the study.

Privacy and Confidentiality of Information: The researcher was guided by Republic Act 10173, or the Data Privacy Act of 2012, in which the responses and identities of the respondents were not disclosed to anybody, in consonance with their fundamental human rights to privacy, confidentiality, and correspondence. By all means, the researcher protected their privacy by ensuring that there were no exposed records of the respondents. The researcher made sure that nothing was washed and that it all remained private. To safeguard the identities of the schools, the names of the schools were not be included. In order to ensure the privacy of the respondents they will be represented by codes, so no one will discover their identity except for the researcher. Moreover, the information gathered was electronically saved, and any hard copies of the collected data were kept safely in an area that was not accessible to other people.

Justice. No other person or group was required to subsidize the expenses spent during the study process because this research was exclusively the responsibility of the researcher. In the conduct of the study, the succeeding inclusion and exclusion criteria for the respondents were reflected. First, the respondents of this study were currently serving as teachers in public elementary schools. Second, the schools and the teachers belonging to New Bataan District, Davao de Oro had the willingness to take part in the study. Third, this study excluded students, and those working in educational institutions belonging to other districts outside New Bataan District, Davao de Oro, as well as private elementary schools. The targeted respondents were given the assurance that the investigation was done appropriately in every way. The researcher made sure that respondents understood their responsibility to answer survey questionnaires in an open, truthful, and honest manner. The researcher gave all respondents mementos of appreciation for their significant contribution to this study as remuneration for the time spent collecting data. Additionally, in order to respect the respondents' shared time, the researcher provided them the opportunity to read their responses and verify their validity.

Transparency. At all times, fabrication and misrepresentation of someone else's work as his or her own was avoided by the researcher. Any type of communication in relation to the study was done with trust and transparency. To safeguard the welfare of the respondents, the researcher properly implemented the methods that were utilized in the study. All the needed papers that support data analysis were included.

Further, the researcher shared the nature and objective of the study and the methods that wer   l. The respondents assured that they would be able to access the results of the study whenever they wished to. The results, the information transparency were thoroughly addressed.

Chapter III

RESULTS

This chapter presents the results obtained from the collected data and the subsequent analyses and interpretation based on the problems presented.

Level of Perceived Leadership Style of School Head

This section presents the results to the first statement of the problem that examines the level of leadership style of school head according to authoritarian, democratic and lassez-faire.

Authoritarian Leadership Style of School Head. Table 2 presents the result of the level of leadership style of school head in terms of authoritarian.

Table 2
Level of Authoritarian Leadership Style of School Head

Items *In our school, the School Head...*	Mean	Descriptive Equivalent
1. believes that teachers need to be closely supervised to ensure they do their work.	3.00	High Dominance
2. assumes that most teachers are naturally unmotivated or lazy.	2.04	Least Dominance
3. uses rewards or punishments to motivate teachers to meet objectives.	2.72	High Dominance
4. believes that teachers feel insecure about their tasks and need strong direction.	2.50	High Dominance
5. is the primary judge of teacher achievement.	3.10	High Dominance
6. tends to give direct orders and clarify procedures.	3.58	Very High Dominance
Overall Mean	2.82	High Dominance

Table 2 shows that authoritarian leadership style of the school head is highly dominant, with an overall mean of 2.82. The mean scores given by the teachers to respective heads are as follows; 3.00 for believes that teachers need to be closely supervised to ensure they do their work, 2.04 assumes that most teachers are naturally unmotivated or lazy, 2.72 for uses rewards or punishments to motivate teachers to meet objectives, 2.50 for believes that teachers feel insecure about their tasks and need strong direction, 3.10 is the primary judge of teacher achievement, and 3.58 tends to give direct orders and clarify procedures..

Democratic Leadership Style of School Head. Table 3 presents the result of the level of leadership style of school head in terms of democratic.

Table 3
Level of Democratic Leadership Style of School Head

Items *In our school, the School Head...*	Mean	Descriptive Equivalent
4. encourages teacher participation in decision-making process.	3.63	Very High Dominance
5. provides guidance without applying pressure.	3.61	Very High Dominance
8. frequently communicates in a supportive and encouraging manner.	3.65	Very High Dominance
11. supports teachers in accepting responsibility for their own work.	3.51	Very High Dominance
14. helps teachers discover their professional interests and passions.	3.67	Very High Dominance
18. believes teachers are competent and will perform well if given a task.	3.60	Very High Dominance
Overall Mean	3.61	Very High Dominance

Table 3 presents the mean ratings for the democratic leadership style of the school head, showing very high dominance across all items. Teachers rated the statement encourages teacher participation in decision-making process with a mean of 3.63. The statement provides guidance without applying pressure received a mean of 3.61. The school head's frequent communication in a supportive and encouraging manner was rated with a mean of 3.65. Teachers also feel supported in taking responsibility for their own work with the mean of 3.51. Teachers appreciate the help in discovering their professional interests and passions with mean of 3.67. The school head's belief in teachers' competence and ability to perform well obtain the mean of 3.60. This means that the school head's leadership style creates a supportive and team-oriented environment, which likely boosts teacher morale and job satisfaction.

Lassez-Faire Leadership Style of School Head. Table 4 presents the result of the level of leadership style of school head in terms of democratic.

Table 4
Level of Lassez-Faire Leadership Style of School Head

Items *In our school, the School Head...*	Mean	Descriptive Equivalent
1. allows teachers to handle complex situations on their own without interference.	2.86	High Dominance
2. stays out of the way and lets teachers do their work independently.	3.15	High Dominance
3. allows teachers to evaluate their own performance.	3.43	High Dominance
4. gives teachers complete freedom to solve problems on their own.	3.41	High Dominance

5.	believes that teachers prefer minimal input or involvement from leadership.	2.96	High Dominance
6.	generally leaves teachers to work independently without oversight.	3.04	High Dominance
Overall Mean		**3.14**	**High Dominance**

It is presented in Table 4 the mean ratings for the laissez-faire leadership style of the school head. Items such as "allows teachers to evaluate their own performance" with a mean of 3.43 and "gives teachers complete freedom to solve problems" with a mean of 3.41 indicate a high degree of autonomy granted to teachers. Additionally, the statements "stays out of the way" with a mean of 3.15 and "generally leaves teachers to work independently" with a mean of 3.04 reflect minimal oversight from the school head. The overall mean of 3.14 suggests that the laissez-faire leadership style is dominant, allowing teachers significant independence while still maintaining some level of guidance.

Summary on the Level of Perceived Leadership Styles of School Head

Presented in Table 5 is the level of perceived leadership styles of school head based on the identified three indicators – authoritarian, democratic and lassez-faire.

Table 5
Summary of the level of Perceived Leadership Styles of School Head

Indicators	Mean	Interpretation
1. Authoritarian	2.82	High Dominance
2. Democratic	3.61	Very High Dominance
3. Lassez-Faire.	3.14	High Dominance
Overall Mean	**3.19**	**High Dominance**

Shown in Table 5 is the summary of the result of the perceived leadership styles of school heads based on three indicators: authoritarian, democratic, and laissez-faire. The authoritarian leadership style and laissez-faire leadership style received a mean of 2.82 and 3.14, respectively, indicating high dominance, while the democratic leadership style was rated with a mean of 3.61, reflecting very high dominance. The overall mean of 3.19 implies that the school heads predominantly exhibit a democratic leadership style, with the authoritarian and laissez-faire styles being less dominant but still present. This shows that while school heads may exercise control, they tend to lean towards a more participative approach, where teachers are involved in the decision-making process According to Imhangbe et al. (2018), schools with democratic leaders report higher teacher job performance and morale. When teachers participate in decision-making, they feel a stronger sense of responsibility and ownership over school initiatives. This is reflected in the very high dominance of the democratic leadership style, indicating that such leadership practices may stand-in better engagement and motivation among teachers.

Level of Job Satisfaction of Teachers

This section presents the results to the second statement of the problem that examines the level of job satisfaction of teachers. Shown in table 6 are the results of each category used to measure the level of job

satisfaction of teachers according to security, work environment, job responsibilities, and community linkages.

Level of Job Satisfaction of Teachers in terms of Security. Table 6 presents the result of the level of job satisfaction of teachers in terms of security.

Table 6
Level of Job Satisfaction in terms of Security

Items *On my present job, I feel the presence of…*	Mean	Descriptive Equivalent
1. the financial compensation I receive for my work.	3.29	High Satisfaction
2. opportunities for reclassification or promotion.	3.19	High Satisfaction
3. the quality of the benefits I receive compared to what other organizations offer.	3.30	High Satisfaction
4. when my efforts are not adequately rewarded.	2.79	High Satisfaction
5. how my job contributes to a secure future.	3.49	High Satisfaction
6. receiving full credit for the work I perform.	3.30	High Satisfaction
7. how my pay compares with similar jobs in other companies.	3.22	High Satisfaction
8. how my pay compares with my colleagues in the school.	3.22	High Satisfaction
9. opportunities for career advancement.	3.26	High Satisfaction
Overall Mean	3.21	High Satisfaction

It is shown in Table 6 the level of job satisfaction of teachers in terms of security, with the following mean ratings for each item: 3.29 for financial compensation, 3.19 for opportunities for reclassification or promotion, 3.30 for benefits compared to other organizations, 2.79 in reward for efforts, 3.49 for contribution to a secure future, 3.30 for receiving full credit for work, 3.22 for pay compared to similar jobs, 3.22 for pay compared to colleagues, and 3.26 for opportunities for career advancement, which high satisfaction manifested across all items. The overall mean of 3.21 indicates high satisfaction with job security. This implies that teachers generally feel secure in their roles, with the high satisfaction related to their job contributing to a secure future and receiving credit for their work.

Level of Job Satisfaction of Teachers in terms of Work Environment. Table 7 presents the result of the level of job satisfaction of teachers in terms of work environment.

Table 7
Level of Job Satisfaction in terms of Work Environment

Items *On my present job, I feel the presence of…*	Mean	Descriptive Equivalent
1. school policies and practices regarding employees.	3.51	Very High Satisfaction
2. the quality of communication and understanding between myself and my immediate supervisor.	3.58	Very High Satisfaction

		Mean	Descriptive Equivalent
3.	the level of cooperation and teamwork between and among my colleagues.	3.54	Very High Satisfaction
4.	working conditions, including lighting, ventilation, and safety.	2.43	High Satisfaction
5.	how easily I can build friendships with my co-workers.	3.62	Very High Satisfaction
6.	the effectiveness of my immediate supervisor's training of subordinates.	3.46	High Satisfaction
7.	the sense of achievement I derive from my job.	3.44	High Satisfaction
8.	how my immediate supervisor addresses employee complaints or grievances.	3.49	High Satisfaction
9.	opportunities for career advancement.	3.49	High Satisfaction
10.	the level of support and assistance provided by my immediate supervisor when faced with challenging problems.	3.60	Very High Satisfaction
Overall Mean		3.52	Very High Satisfaction

Table 7 shows that teachers are very satisfied with aspects of their work environment, especially coworker relationships, supervisor communication, and teamwork, with mean ratings of 3.62, 3.58, and 3.54, respectively. However, working conditions has obtained mean of 2.43 manifested as the least satisfactory. The overall mean of 3.52 indicates very high satisfaction, indicates a positive work environment but recognizing the need for improvements in physical working conditions.

Level of Job Satisfaction of Teachers in terms of Job Responsibilities. Table 8 presents the result of the level of job satisfaction of teachers in terms of job responsibilities.

Table 8
Level of Job Satisfaction in terms of Job Responsibilities

Items *On my present job, I feel the presence of…*		Mean	Descriptive Equivalent
1.	opportunities to network with influential individuals.	3.33	High Satisfaction
2.	the ability to engage in activities that align with my moral values.	3.53	Very High Satisfaction
3.	opportunities to perform work that is a great match for my skills, abilities, and competencies.	3.59	Very High Satisfaction
4.	the opportunity to guide and instruct fellow colleagues on accomplishing tasks.	3.43	High Satisfaction
5.	the chance to explore new and innovative approaches within my role.	3.41	High Satisfaction
6.	opportunities to utilize and apply my skills effectively.	3.57	Very High Satisfaction
7.	the opportunity to innovate and devise improved methods for completing tasks.	3.53	Very High Satisfaction

8.	the opportunity to conduct my work without negatively affecting my co-workers.	3.62	Very High Satisfaction
9.	the freedom to exercise my own judgment and decision-making.	3.51	Very High Satisfaction
10.	the chance to fulfill my job responsibilities without feeling like I am deceiving anyone.	3.58	Very High Satisfaction
Overall Mean		**3.51**	**Very High Satisfaction**

Shown in table 8, teachers expressed very high satisfaction with their job responsibilities, earning an overall mean of 3.51. Items number 2, 3, 6 to 10, manifested a very high satisfaction, while 1, 4-5 items manifested high satisfaction. Teachers showed very high satisfaction with their job responsibilities, garnering an overall mean of 3.51. The data suggests that teachers find their tasks aligned with their skills, values, and professional growth. Autonomy, innovation, and the ability to make decisions contribute significantly to their sense of fulfillment and purpose.

Level of Job Satisfaction of Teachers in terms of Community Linkages. Table 9 presents the result of the level of job satisfaction of teachers in terms of community linkages.

Table 9
Level of Job Satisfaction in terms of Community Linkages

Items On my present job, I feel the presence of…	Mean	Descriptive Equivalent
1. the opportunity to hold a meaningful position within the community.	3.38	High Satisfaction
2. the ability to provide valuable assistance to others.	3.43	High Satisfaction
3. the opportunity to promote stakeholder participation in all school-related activities.	3.55	Very High Satisfaction
4. the chance to establish a significant presence within the community.	3.43	High Satisfaction
5. the opportunity to engage in community outreach programs such as cleaning initiatives, coastal clean-ups, and tree planting.	3.37	High Satisfaction
6. the chances to address and assist with community members' concern.	3.43	High Satisfaction
7. the school's connections and partnerships with the local community.	3.52	Very High Satisfaction
8. how effectively my immediate supervisor handles concerns raised by parents in the community.	3.53	Very High Satisfaction
9. the overall friendliness and positive atmosphere of the school community towards external stakeholders.	3.56	Very High Satisfaction
10. the social standing within the community associated with the job.	3.46	High Satisfaction

Overall Mean	3.47	High Satisfaction

Table 9 illustrates the job satisfaction of teachers in terms of community linkages, with an overall mean of 3.47, indicating high satisfaction. Teachers express strong satisfaction with the opportunities for stakeholder participation and the school's connections with the local community with mean of 3.55 and 3.52, respectively, showing they value the school's active involvement and relationships with external stakeholders. The item 9 which is positive atmosphere in the school community has mean of 3.56 also received high marks. Although satisfaction with community outreach programs with mean of 3.37 and the opportunity to hold a meaningful position within the community with mean of 3.38 is still positive, it shows there is room for more involvement in these areas. Overall, the results indicate that teachers feel connected and engaged with their local community, with satisfaction particularly high in the school's efforts to promote collaboration and address community concerns.

Summary on the Level of Job Satisfaction of Teachers
Presented in Table 10 is the level of job satisfaction of teachers based on the identified four indicators – security, work environment, job responsibilities, and community linkages.

Table 10
Summary of the Level of Job Satisfaction of Teachers

Indicators	Mean	Interpretation
1. Security	3.21	High Satisfaction
2. Work Environment	3.52	Very High Satisfaction
3. Job Responsibilities	3.51	Very High Satisfaction
4. Community Linkages	3.47	High Satisfaction
Overall Mean	**3.43**	High Satisfaction

It is shown in table 10 the summary of the level of job satisfaction of teachers based on four indicators: security, work environment, job responsibilities, and community linkages. The security and community linkages indicators received a mean of 3.21 and 3.47, respectively, indicating high satisfaction. This claim supported by Kalhotra (2018), revealed that perceived job stability significantly impacts teachers' psychological well-being and Lastly, Suriansyah (2020) found that strong community ties increase teachers' sense of professional identity and impact. When schools collaborate with local partners to address community needs, teachers feel more valued and motivated, contributing positively to overall job satisfaction.

In the other side, both work environment and job responsibilities showed very high satisfaction with means of 3.52 and 3.51, respectively. The overall mean of 3.43 indicates high satisfaction across all indicators. This implies that, overall, teachers are satisfied with their job, particularly in terms of their work environment and job responsibilities, while community linkages and security, although slightly less favorable, still contribute to a positive job satisfaction. Furthermore, Feng (2019) found that teachers in well-maintained, resource-rich schools reported higher satisfaction and engagement while Wang and Degol (2020) reported that teachers are most satisfied when they are given autonomy over classroom decisions and opportunities to innovate. Being entrusted with meaningful responsibilities leads to a sense of ownership and professional fulfillment.

Correlations between School Heads' Leadership Style and Teachers' Job Satisfaction

This section presents the results to the third statement of the problem that examines the correlation between leadership style of school heads and job satisfaction of teachers. Shown in table 11 are the results of the correlation between the two variables.

Table 11
Correlations between School Heads' Leadership Style and Teachers' Job Satisfaction

		Leadership Style	Job Satisfaction
Leadership Style	**Pearson Correlation**	1	.492
	Sig. (2-tailed)		.000
	N	115	115
Job Satisfaction	**Pearson Correlation**	.492	1
	Sig. (2-tailed)	.000	
	N	115	115

The research data in Table 11 demonstrates that school heads' leadership methods create a statistically significant impact on teacher job satisfaction levels. The Pearson correlation coefficient of 0.492 shows a moderate positive relationship which indicates that better school head leadership styles lead to higher teacher job satisfaction levels. The p-value of 0.000 confirms high statistical significance because it remains below the 0.01 significance threshold. School leaders' methods of management and guidance directly influence teacher satisfaction levels in their roles. The findings indicate that leadership development in schools creates positive effects on teacher job satisfaction levels.

Leadership Style as Predictor of Job Satisfaction

The fourth part of this research investigates the regression analysis of variables to determine which school head leadership style best predicts teacher job satisfaction.

Table 12
Leadership Style as Predictor of Job Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		b	Std. Error	a		
1	(Constant)	.803	.315		2.551	.012
	Authoritative	.091	.073	.129	1.241	.217
	Democratic	.621	.095	.534	6.538	.000
	Lassez-Faire	.054	.083	.070	.644	.521

a. Dependent Variable: Job Satisfaction

The coefficients table in Table 11 demonstrates how different leadership styles (authoritative, democratic and laissez-faire) affect teacher job satisfaction. The democratic leadership style emerges as the most significant factor because it has a standardized Beta coefficient of 0.534 and a t-value of 6.538 and a p-

value of 0.000 which indicates a strong and statistically significant positive effect on teacher job satisfaction. The implementation of democratic leadership through participation and open communication and collaboration by school heads leads to higher teacher satisfaction according to the findings.

Chapter IV
DISCUSSIONS AND CONCLUSION
This chapter presents the discussions, conclusions and recommendations.
Discussions
The research investigated how school head leadership affects teacher job satisfaction while identifying which leadership approaches public elementary teachers in New Bataan District Davao de Oro prefer.

Perceived Leadership Styles of School Heads. The survey data showed that democratic leadership style was the most prevalent among teachers in terms of leadership perception. School heads were known to facilitate participation in decision-making while establishing a respectful atmosphere and giving staff members freedom to work independently. The style demonstrates participative leadership features which Northouse (2018) defined as democratic leadership through valuing collaborative governance. The leadership approach enhances staff morale while building a workplace environment based on mutual trust and professional development opportunities.

The results match Imhangbe et al. (2018) and Guevara et al. (2019) who discovered that democratic school heads lead schools with better teacher job satisfaction and performance. Teachers show greater willingness to embrace ownership of their work and school improvement responsibilities when working in these environments.

Teachers observed their school heads demonstrating authoritative leadership through specific rules and performance assessments. The leaders provided detailed control through explicit instructions as well as observational monitoring and performance evaluation. The leadership approach described by Northouse (2018) as authoritarian works well for maintaining discipline yet restricts teacher freedom and development potential. Goleman (2000) and Adeyemi (2022) explain that this approach results in quick compliance yet suppresses creativity and decreases staff initiative.

The research indicated that laissez-faire leadership appeared at a moderate level. Teachers believed that particular school heads provided extensive freedom for teachers to exercise independent choice. The absence of specific guidance and feedback accompanied this practice. Research by Werang and Lena (2020) and Adeyemi (2022) shows that self-motivated teachers excel under this leadership approach yet many other teachers face challenges because of insufficient structure and support and missing guidance.

The study results demonstrate that teachers experience the highest satisfaction with democratic leadership because it promotes collaborative work and motivates teachers and enhances their professional fulfillment.

Job Satisfaction of Teachers. Teachers expressed high to very high satisfaction through their responses on security and work environment as well as job responsibilities and community linkages. The work environment received the highest satisfaction rating from teachers among all assessment categories. Teachers considered the strong relationships between colleagues and the open communication channels with school heads along with the teamwork environment as highly important. According to Schahzada and Gillani (2018) the combination of a supportive environment with proper organization structure directly leads to job satisfaction among teachers. Tschannen-Moran and Hoy (2022) highlight those teachers experience high levels of engagement and satisfaction when leaders show respect and provide support to their teaching staff within collaborative school environments.

The job responsibilities brought teachers extreme satisfaction because they matched their professional capabilities and personal values. Staff members found value in the freedom they received as well as the trust placed in them and the opportunities to bring innovation to their work. The findings from Wang and Degol (2020) match our research because teachers report higher job satisfaction when they have control over decisions and perform meaningful tasks. Zidle (2018) states that when roles are properly defined it leads to better job clarity and higher job satisfaction.

The job security aspects brought teachers a sense of stability because they felt protected through compensation packages and opportunities for promotion and workplace recognition. The assessment of this domain received slightly lower ratings because the evaluation process needed improvement in transparency regarding career development pathways. According to Kalhotra (2018) and Huyman (2020) psychological well-being and long-term commitment among employees require job stability together with fair rewards and acknowledgment.

The domain of community linkages also showed high satisfaction. Teachers acknowledged their community engagement and their appreciation for the recognition provided by community members. These outcomes confirm Aslamiah et al. (2019) and Tschannen-Moran and Hoy (2022), who support the position that teacher external engagement along with leadership support for community outreach builds teacher self-concept and professional identity.

Relationship Between Leadership Style and Teacher Job Satisfaction. The study revealed a moderate but significant positive correlation between leadership styles used by school heads and the job satisfaction of teachers. This study supports Herzberg's Motivation-Hygiene Theory (1966) which states that support from supervision and recognition (which relate to leadership) increases motivation and job satisfaction. Adeyemi (2022) and Saleem et al. (2020) also found a significant relationship between leadership behavior and teacher performance and morale.

The implementation of effective leadership practices which include clear communication and support and trust seems to enhance teachers' perception of their work environment and responsibilities. According to Lambersky (2022) a good principal-teacher relationship stands out as essential for both improving teacher morale and job satisfaction.

Leadership Style as Predictor of Job Satisfaction. The investigation demonstrated that democratic leadership emerged as the best predictor and only significant predictor of teacher job satisfaction among the three leadership styles examined. The leadership style directly influenced teacher assessments of their job conditions. According to Northouse (2018) and Tschannen-Moran and Hoy (2022) leaders who give responsibility and listen to teachers create better job satisfaction.

The study did not show that authoritative and laissez-faire leadership styles contributed significantly to satisfaction levels. The leadership styles operate within particular functions for school management yet their impact on teacher morale is restricted. The study results are consistent with Imhangbe et al. (2018) and Okoji (2022) who found that democratic leadership generates superior teacher outcomes than other leadership styles.

Conclusions

The following conclusions emerged from the research findings.

Teachers viewed their school heads as practicing both democratic and authoritative leadership styles. The democratic style appeared more prevalent because leaders showed participative behavior along with communication skills and support for their team members. Teachers demonstrated high job satisfaction

levels which reached their peak when evaluating their work environment and job responsibilities. Teachers preferred working in a collaborative school environment and valued both open communication with school heads and meaningful and well-aligned assignments. The workplace environment became positive and supportive for both personal and professional growth. Leadership style strongly connected to teacher job satisfaction. The adoption of effective leadership practices by school heads produced work environments which boosted teacher motivation and value. The democratic leadership to be the most influential factor in determining teacher job satisfaction from the examined leadership styles. The leadership approach that grants autonomy and involves teachers in decision-making and provides recognition proved most successful in fostering teacher empowerment and commitment and boosting their morale.

Recommendations

Based on the research findings the researcher suggests the following recommendations:

Department of Education both division and district levels should implement leadership development programs focusing on democratic leadership practices as a recommendation. The leadership impact on teacher satisfaction needs to be monitored and evaluated regularly through support systems that recognize both leadership performance and teacher well-being.

School heads may adopt and maintain democratic leadership by establishing open communication channels and encouraging shared decision-making while trusting and recognizing their teachers. School leaders should build an environment which includes teachers through valuing them along with professional development support.

Teachers may render active participation who must use proper communication channels to share their expertise while pursuing ongoing professional growth. Their active involvement in school decision-making along with their participation in professional development enables teachers to improve school democracy which enhances their job satisfaction and professional development.

Future researchers may analyze school culture and teacher demographics together with student performance data to improve the understanding of leadership effects on educational results. Research that examines leadership styles across different school levels or uses longitudinal designs and conducts studies in multiple regions will help researchers better understand how leadership practices change over time and their impact on teacher job satisfaction.

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APPENICES

Appendix A: Endorsement Letter

ASSUMPTION COLLEGE OF NABUNTURAN
Nabunturan, Davao de Oro
GRADUATE SCHOOL
email: acngs92@acn.edu.ph fb page: ACN Gradschool

29 May 2025

DR. PHOEBE GAY L. REFAMONTE, CESO VI
OIC-Schools Division Superintendent
Office of the Schools Division Superintendent
Division of Davao de Oro
Cabidianan, Nabunturan, Davao de Oro

MADAM:s

One of your administrative officers II in the person of **MR. HARLY G. GINGO,** who is connected with the San Roque Elementary School, Purok 1 San Roque, New Bataan, Davao De Oro is our student in the Graduate Studies. Motivated by his desire to finish the Master's Degree, he is currently working on his

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GRADUATE SCHOOL
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educative process.

The undersigned, through the Graduate Studies Department, is making this **endorsement** for said student to embark on the subject he intends to explore for his thesis as partial fulfillment of the requirements leading to the degree Master of Arts in Education Major in Educational Administration. As Assumption College of Nabunturan envisions for the overall professional development of its students, the undersigned hopes this endorsement merits it.

Anticipating on your positive response to this matter, I

am Very truly yours,

ROEL P. VILLOCINO, Ed.D
Dean of Graduate School

Appendix B: Approval Letter from the School Division Superintendent

Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DE ORO

Office of the Schools Division
Superintendent

June 16, 2025

HARLY G. GINGO
Researcher
Assumption College of Nabunturan
Nabunturan, Davao de Oro

Dear **Mr. Gingo:**

This has reference to your letter requesting permission to conduct a study to the selected public schools in the Davao de Oro Division to gather data for your Thesis entitled "Leadership Styles of School Heads and Job Satisfaction of Teachers: A Regression Analysis".

It is informed that this Office has no objection to your request provided that the following requirements are properly complied with, to wit:

1. The Section Head/ School Head of the school where you intend to conduct your study at least two weeks ahead to ensure that no classes/activities will be disrupted;
2. Strict adherence to the Inter-Agency Task Force (IATF) COVID-19 protocols and health guidelines as implemented by this Office;
3. No instructional time shall be utilized for the purpose;
4. Action Research shall be conducted as an upshot of this study;
5. The results and recommendations shall be submitted in hardcopy immediately and to be discussed with the school head concerned for consideration on their plan of action.
6. The Data Privacy Act shall not be infringed.

It is advised that a copy of the research study in its final form shall be submitted to this Office upon completion.

Very truly yours,

PHOEBE GAY L. REFAMONTE, CESO VI
OIC - Schools Division Superintendent

PN: 06162025-150

Address: Capitol Complex, Brgy. Cabidianan, Nabunturan, Davao de Oro
Contact No.0951-387-1728 (TNT); 0915-399-7779 (Globe)
Email Address: davaodeoro@deped.gov.ph
Website: www.depeddavaodeoro.ph

Doc. Ref Code	PWMM-F-031	Rev	06
Effectivity	06.12.22	Page	1 of 1

Appendix C: Approval Letter from the Public Schools District Supervisor

Republika ng Pilipinas
Kagawaran ng Edukasyon
Rehiyon XI
Sangay ng Davao de Oro
PUROK NG NEW BATAAN

Office of the Public Schools District Supervisor

June 17, 2025

HARLY G. GINGO
Researcher
Assumption College of Nabunturan
Nabunturan, Davao de Oro

Dear Mr. Gingo:

This has reference to your letter requesting permission to conduct a study to the selected public schools in New Bataan District to gather data for your Thesis entitled "Leadership Styles of School Heads and Job Satisfaction of Teachers: A Regression Analysis".

It is to informed you that this Office interposes no objection to your request provided that the following requirements are properly complied with, to wit

1. The School Heads of the schools must be consulted prior to the conduct of the study;
2. Strict adherence to the Inter-Agency Task Force (IATF) COVID-19 protocols and health guidelines as implemented by this Office;
3. No instructional time shall be utilized for the purpose;
4. The results and recommendations shall be submitted in hardcopy immediately and to be discussed with the school head concerned for consideration on their plan of action;
5. Action Research shall be conducted as an upshot of this study;
6. The Data Privacy Act shall not be infringed.

It is advised that a copy of the research study in its final form shall be submitted to this Office upon completion.

Very truly yours,

SHIRLEY JEAN V. SUGANO, EdD
Public Schools District Supervisor

Appendix D: Approval Letter from the School Heads

ASSUMPTION COLLEGE OF NABUNTURAN
Nabunturan, Davao de Oro
GRADUATE SCHOOL
email: acngs92@acn.edu.ph fb page: ACN Gradschool

RAMEL E. VENTURA
Head Teacher II
Katipunan Elementary School
Katipunan, New Bataan, Davao de Oro

Sir:

Warm greetings!

The undersigned is currently working on her thesis entitled **"LEADERSHIP STYLES OF SCHOOL HEADS AND JOB SATISFACTION OF TEACHERS: A REGRESSION ANALYSIS"** as a requirement for the degree of **Master of Arts in Education - Educational Administration.**

In this regard, the researcher would like to request your approval to conduct the study in your school, Katipunan Elementary School.

The undersigned had already asked permission from and was allowed by the Office of the OIC - Schools Division Superintendent and the Office of the Public Schools District Supervisor to conduct the said study per its letter dated June 16, 2025 and June 17, 2025, respectively, and as attached herewith.

I am looking forward to your favorable response to this request.

Thank you in advance and God bless all your endeavors.

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ASSUMPTION COLLEGE OF NABUNTURAN

Nabunturan, Davao de Oro

GRADUATE SCHOOL

email: acngs92@acn.edu.ph fb page: ACN Gradschool

June 27, 2025

AILEEN S. MAGHANOY
Teacher-In-Charge/Master Teacher II
Andap Elementary School
Andap, New Bataan, Davao de Oro

Madam:

Warm greetings!

The undersigned is currently working on her thesis entitled **"LEADERSHIP STYLES OF SCHOOL HEADS AND JOB SATISFACTION OF TEACHERS: A REGRESSION ANALYSIS"** as a requirement for the degree of **Master of Arts in Education - Educational Administration.**

In this regard, the researcher would like to request your approval to conduct the study in your school, Andap Elementary School.

ASSUMPTION COLLEGE OF NABUNTURAN

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email: acngs92@acn.edu.ph fb page: ACN Gradschool

June 27, 2025

TIRSO A. MAGALSO
School Principal I
Bantacan Elementary School
Bantacan, New Bataan, Davao de Oro

Sir:

Warm greetings!

The undersigned is currently working on her thesis entitled **"LEADERSHIP STYLES OF SCHOOL HEADS AND JOB SATISFACTION OF TEACHERS: A REGRESSION ANALYSIS"** as a requirement for the degree of **Master of Arts in Education - Educational Administration.**

In this regard, the researcher would like to request your approval to conduct the study in your school, Bantacan Elementary School.

The undersigned had already asked permission from and was allowed by the Office of the OIC - Schools Division Superintendent and the Office of the Public Schools District Supervisor to conduct the said study per its letter dated June 16, 2025 and June 17, 2025, respectively, and as attached herewith.

I am looking forward to your favorable response to this request.

Thank you in advance and God bless all your endeavors.

ASSUMPTION COLLEGE OF NABUNTURAN

Nabunturan, Davao de Oro

GRADUATE SCHOOL

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Nabunturan, Davao de Oro

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June 27, 2025

VILMA A. OPEÑA
Head Teacher III
Simsimen Elementary School
Kahayag, New Bataan, Davao de Oro

Madam:

Warm greetings!

The undersigned is currently working on her thesis entitled **"LEADERSHIP STYLES OF SCHOOL HEADS AND JOB SATISFACTION OF TEACHERS: A REGRESSION ANALYSIS"** as a requirement for the degree of **Master of Arts in Education - Educational Administration.**

In this regard, the researcher would like to request your approval to conduct the study in your school, Simsimen Elementary School.

The undersigned had already asked permission from and was allowed by the Office of the OIC - Schools Division Superintendent and the Office of the Public Schools District Supervisor to conduct the said study per its letter dated June 16, 2025 and June 17, 2025,

ASSUMPTION COLLEGE OF NABUNTURAN

Nabunturan, Davao de Oro

GRADUATE SCHOOL

email: acngs92@acn.edu.ph fb page: ACN Gradschool

June 27, 2025

JOISSE S. SEÑORON
Head Teacher I
San Roque Elementary School
San Roque, New Bataan, Davao de Oro

Madam:

Warm greetings!

The undersigned is currently working on her thesis entitled **"LEADERSHIP STYLES OF SCHOOL HEADS AND JOB SATISFACTION OF TEACHERS: A REGRESSION ANALYSIS"** as a requirement for the degree of **Master of Arts in Education - Educational Administration.**

In this regard, the researcher would like to request your approval to conduct the study in your school, San Roque Elementary School.

The undersigned had already asked permission from and was allowed by the Office of the OIC - Schools Division Superintendent and the Office of the Public Schools District Supervisor to conduct the said study per its letter dated June 16, 2025 and June 17, 2025, respectively, and as attached herewith.

I am looking forward to your favorable response to this request.

Thank you in advance and God bless all your endeavors.

Respectfully yours,

ASSUMPTION COLLEGE OF NABUNTURAN

Nabunturan, Davao de Oro

GRADUATE SCHOOL

email: acngs92@acn.edu.ph fb page: ACN Gradschool

June 27, 2025

Appendix E: REC Certification of Approval

CERTIFICATION OF APPROVAL

This certifies that the **Assumption College of Nabunturan, Inc. – Ethics Review Committee** which is constituted and established, and functions by the requirements set by the Assumption College of Nabunturan, Inc., the Philippine Health Research Ethics Board (PHREB); and in compliance with the National Ethical Guidelines for Research Involving Human Participants (2022), has approved the following study protocol and related documents:

TYPE OF SUBMISSION: Initial Submission	
ACN-ERC CODE: ACN-ERC-2025-0333-EDAD	
SUBMISSION DATE: May 13, 2025	
STUDY PROTOCOL TITLE: Leadership Styles of School Heads and Job Satisfaction of Teachers: A Regression Analysis	
PRINCIPAL INVESTIGATOR: Gingo, Harly G.	
TYPE OF REVIEW: Initial Review	
SPONSOR/FUNDING AGENCY: N/A	
APPROVAL DATE: May 22, 2025	**EXPIRY OF ETHICAL CLEARANCE*:** May 23, 2026
DUE DATE OF APPLICATION FOR RENEWAL OF ETHICAL CLEARANCE (60 days before expiry): March 23, 2025 Submit application using the ACN-ERC FORM 3(G): Ethical Clearance Renewal Form and ACN-ERC FORM 3(B): Continuing Review Application Form **2 MONTHS BEFORE EXPIRY.**	
FOR FULL BOARD	
DATE OF BOARD MEETING:	
QUORUM:	
ACTION TAKEN:	**DOCUMENTS APPROVED BY THE PANEL:** ☐ Study Protocol ☐ ICF ☐ Assent (for studies involving minors) ☐ Others:
RESPONSIBILITIES OF PRINCIPAL INVESTIGATOR WHILE STUDY IS IN	

Appendix F: Ethical Clearance

ASSUMPTION COLLEGE OF NABUNTURAN
ETHICS REVIEW COMMITTEE

ETHICAL CLEARANCE

May 22, 2025

Harly G. Gingo
Assumption College of Nabunturan
P-1 Arellano St., Poblacion, Nabunturan, Davao de Oro

Re: LEADERSHIP STYLES OF SCHOOL HEADS AND JOB SATISFACTION OF
TEACHERS: A REGRESSION ANALYSIS

ERC Code: **ACN-ERC-2025-0333-EDAD**

Dear **Mr. Gingo,**

We are pleased to inform you that the Ethics Review Committee has completed its comprehensive review of your research proposal titled "**Leadership Styles of School Heads and Job Satisfaction of Teachers: A Regression Analysis**" (Protocol ID: **ACN-ERC-2025-0333-EDAD**), which was submitted on **May 13, 2025.**

The Ethics Review Committee hereby **GRANTS ETHICAL CLEARANCE** for a period of one (1) year, commencing on **May 23, 2025,** and expiring on **May 23, 2026,** with the official Ethical Clearance Number **ACN-ERC-EC-25319,** confirming full approval of the research protocol.

We commend your commitment to ethical research practices and wish you success in your academic endeavor.

Sincerely,

MAEDEL JOY V. ESCOTE, PhD
Chairperson, Ethics Review Committee
Assumption College of Nabunturan

Appendix G: Survey Questionnaire

SURVEY QUESTIONNAIRE

Part I. LEVEL OF THE LEADERSHIP STYLE OF SCHOOL HEAD

Respondents,

You will be asked to answer objectively the following items. I need your cooperation for the success of my study. Should you have any clarification with regard to the questions just feel free to ask me about it. Your responses will be respected and I will consider it confidential. Thank you!

Researcher

      Instruction: Please rate the level of leadership style of school head in each of the following statements by putting a check mark (√) in the appropriate space.

For your rating, please refer to the scale below:

Scale	Descriptions
4	Strongly Agree (SA)
3	Agree (A)
2	Disagree (D)
1	Strongly Disagree (SD)

Item	Statements	Responses			
		4 (SA)	3 (A)	2 (D)	1 (SD)
	In our school, the School Head…				
1	believes that teachers need to be closely supervised to ensure they do their work.				
2	assumes that most teachers are naturally unmotivated or lazy.				
3	allows teachers to handle complex situations on their own without interference.				
4	encourages teacher participation in decision-making process.				
5	provides guidance without applying pressure.				
6	uses rewards or punishments to motivate teachers to meet objectives.				
7	stays out of the way and lets teachers do their work independently.				

8	frequently communicates in a supportive and encouraging manner.				
9	allows teachers to evaluate their own performance.				
10	believes that teachers feel insecure about their tasks and need strong direction.				
11	supports teachers in accepting responsibility for their own work.				
12	gives teachers complete freedom to solve problems on their own.				
13	believes that teachers prefer minimal input or involvement from leadership.				
14	helps teachers discover their professional interests and passions.				
15	is the primary judge of teacher achievement.				
16	tends to give direct orders and clarify procedures.				
17	generally leaves teachers to work independently without oversight.				
18	believes teachers are competent and will perform well if given a task.				

Part II. LEVEL OF JOB SATISFACTION OF TEACHERS

Instruction: Please rate the level of Job Satisfaction in each of the following statements by putting a check mark (√) in the appropriate space.

For your rating, please refer to the scale below:

Scale	Descriptions
4	Very Satisfied (VS)
3	Satisfied (S)
2	Slightly Satisfied (SS)
1	Not Satisfied (NS)

Item	Descriptions	Responses			
		4 (VS)	3 (S)	2 (SS)	1 (NS)
	Security				
	On my present job, I feel the presence of…				
19	the financial compensation I receive for my work.				
20	opportunities for reclassification or promotion.				
21	the quality of the benefits I receive compared to what other organizations offer.				
22	when my efforts are not adequately rewarded.				
23	how my job contributes to a secure future.				
24	receiving full credit for the work I perform.				

25	how my pay compares with similar jobs in other companies.				
26	how my pay compares with my colleagues in the school.				
27	opportunities for career advancement.				
	Work Environment				
	On my present job, I feel the presence of…				
28	school policies and practices regarding employees.				
29	the quality of communication and understanding between myself and my immediate supervisor.				
30	the level of cooperation and teamwork between and among my colleagues.				
31	working conditions, including lighting, ventilation, and safety.				
32	how easily I can build friendships with my co-workers.				
33	the effectiveness of my immediate supervisor's training of subordinates.				
34	the sense of achievement I derive from my job.				
35	how my immediate supervisor addresses employee complaints or grievances.				
36	the overall pleasantness of the working environment.				
37	the level of support and assistance provided by my immediate supervisor when faced with challenging problems.				
	Job Responsibilities				
	On my present job, I feel the presence of…				
38	opportunities to network with influential individuals.				
39	the ability to engage in activities that align with my moral values.				
40	opportunities to perform work that is a great match for my skills, abilities, and competencies.				
41	the opportunity to guide and instruct fellow colleagues on accomplishing tasks.				
42	the chance to explore new and innovative approaches within my role.				
43	opportunities to utilize and apply my skills effectively.				
44	the opportunity to innovate and devise improved methods for completing tasks.				
45	the opportunity to conduct my work without negatively affecting my co-workers.				
46	the freedom to exercise my own judgment and decision-making.				
47	the chance to fulfill my job responsibilities without feeling like I am deceiving anyone.				
	Community Linkages				
	On my present job, I feel the presence of…				

48	the opportunity to hold a meaningful position within the community.				
49	the ability to provide valuable assistance to others.				
50	the opportunity to promote stakeholder participation in all school-related activities.				
51	the chance to establish a significant presence within the community.				
52	the opportunity to engage in community outreach programs such as cleaning initiatives, coastal clean-ups, and tree planting.				
53	the chances to address and assist with community members' concern.				
54	the school's connections and partnerships with the local community.				
55	how effectively my immediate supervisor handles concerns raised by parents in the community.				
56	the overall friendliness and positive atmosphere of the school community towards external stakeholders.				
57	the social standing within the community associated with the job.				

End of Questionnaire
Thank you for answering!!!

Appendix H: Summary of Research Instrument Validation

Name of Researcher: **HARLY G. GINGO**   Degree Enrolled: **MAED-EDAD**
Title of Research: "**LEADERSHIP STYLES OF SCHOOL HEADS AND JOB SATISFACTION OF TEACHERS: A REGRESSION ANALYSIS**"

Items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Descriptive Rating
1	4	4	4	4	4	Excellent
2	4	4	4	4	4	Excellent
3	4	4	4	4	4	Excellent
4	4	4	4	4	4	Excellent
5	4	4	4	4	4	Excellent
6	4	4	4	4	4	Excellent
7	4	4	4	4	4	Excellent
8	4	4	4	4	4	Excellent
9	4	4	4	4	4	Excellent
10	4	4	4	4	4	Excellent
11	4	4	4	4	4	Excellent
12	4	4	4	4	4	Excellent
13	4	4	4	4	4	Excellent
14	4	4	4	4	4	Excellent
15	4	4	4	4	4	Excellent
16	4	4	4	4	4	Excellent
17	4	4	4	4	4	Excellent
18	4	4	4	4	4	Excellent
19	4	4	4	4	4	Excellent
20	4	4	4	4	4	Excellent
21	4	4	4	4	4	Excellent
22	4	4	4	4	4	Excellent
23	4	4	4	4	4	Excellent
24	4	4	4	4	4	Excellent
25	4	4	4	4	4	Excellent
26	4	4	4	4	4	Excellent
27	4	4	4	4	4	Excellent
28	4	4	4	4	4	Excellent
29	4	4	4	4	4	Excellent
30	4	4	4	4	4	Excellent
31	4	4	4	4	4	Excellent
32	4	4	4	4	4	Excellent
33	4	4	4	4	4	Excellent
34	4	4	4	4	4	Excellent
35	4	4	4	4	4	Excellent
36	4	4	4	4	4	Excellent
37	4	4	4	4	4	Excellent
38	4	4	4	4	4	Excellent

39	4	4	4	4	4	Excellent
40	4	4	4	4	4	Excellent
41	4	4	4	4	4	Excellent
42	4	4	4	4	4	Excellent
43	4	4	4	4	4	Excellent
44	4	4	4	4	4	Excellent
45	4	4	4	4	4	Excellent
46	4	4	4	4	4	Excellent
47	4	4	4	4	4	Excellent
48	4	4	4	4	4	Excellent
49	4	4	4	4	4	Excellent
50	4	4	4	4	4	Excellent
51	4	4	4	4	4	Excellent
52	4	4	4	4	4	Excellent
53	4	4	4	4	4	Excellent
54	4	4	4	4	4	Excellent
55	4	4	4	4	4	Excellent
56	4	4	4	4	4	Excellent
57	4	4	4	4	4	Excellent

Panel of Validators:

Rubrics:

5 experts rated 3 or 4-Excellent
4 experts rated 3 or 4-Good
3 experts rated 3 or 4-Fair
2 experts rated 3 or 4-Discard

Validated by: DR. FELICITA R. DORONIO   Position of Validator: GS finaly
Signature over Printed Name

Date of Validation: _____

Other Comments & Suggestions:

Validated by: DR. ROSE P. VILLOCINO   Position of Validator: Dean Drmn
Signature over Printed Name

Date of Validation: 05/20/25

Validated by: DR. ROMULO G. DORONIO   Position of Validator: _____
Signature over Printed Name

Date of Validation: _____

Validated by: Prof. DELFIN J. ENARGAN, MA   Position of Validator: Dir-c
Signature over Printed Name

Date of Validation: 4/16/25

Other Comments & Suggestions:

Validated by: DR. _____   Position of Validator: part time profesor
Signature over Printed Name

Date of Validation: May 22, 2025

Appendix I: Curriculum Vitae

CURRICULUM VITAE

HARLY G. GINGO

Purok 3B, San Roque, New Bataan,
Davao de Oro

PERSONAL INFORMATION

Date of Birth	:	May 03, 1999
Place of Birth	:	New Bataan, Davao de Oro
Civil Status	:	Single
Citizenship	:	Filipino
Language/s Spoken:		Bisaya, Filipino, English

EDUCATIONAL BACKGROUND

	NAME OF SCHOOL	YEAR GRADUATED
Graduate Studies	: Master of Arts in Education – Ed Admin. Assumption College of Nabunturan, Inc. Nabunturan, Davao de Oro	2022- Present
College	: Bachelor of Elementary Education Compostela Valley State College New Bataan, Davao de Oro	2018- 2019
Secondary	: Bantacan National High School New Bataan, Davao de Oro	2014-2015
Elementary	: Mapaso Elementary School New Bataan, Davao de Oro	2010-2011

CAREER EXPERIENCE/BACKGROUND

Position	School	Inclusive Dates
Administrative Officer II	New Bataan District	09/17/2024-Present
Admin Support Staff	Mapaso ES, New Bataan	04/11/2024-09/15/2024
Teacher I (Substitute)	Mapaso ES, New Bataan	09/13/2023-12/04/2023
Community ALS Implementor	New Bataan District	01/01/2021-06/30/2023

ELIGIBILITY

Eligibility	Year
Licensure Examination for Teachers	September 2019

AFFILATIONS

Name of the Club/ Organization	Position	Year
DepEd-Non-Teaching Employee Union	Member	2023-Present

I hereby certify that the above statements are true and correct to the best of my knowledge and belief.

HARLY G. GINGO
CONFORME